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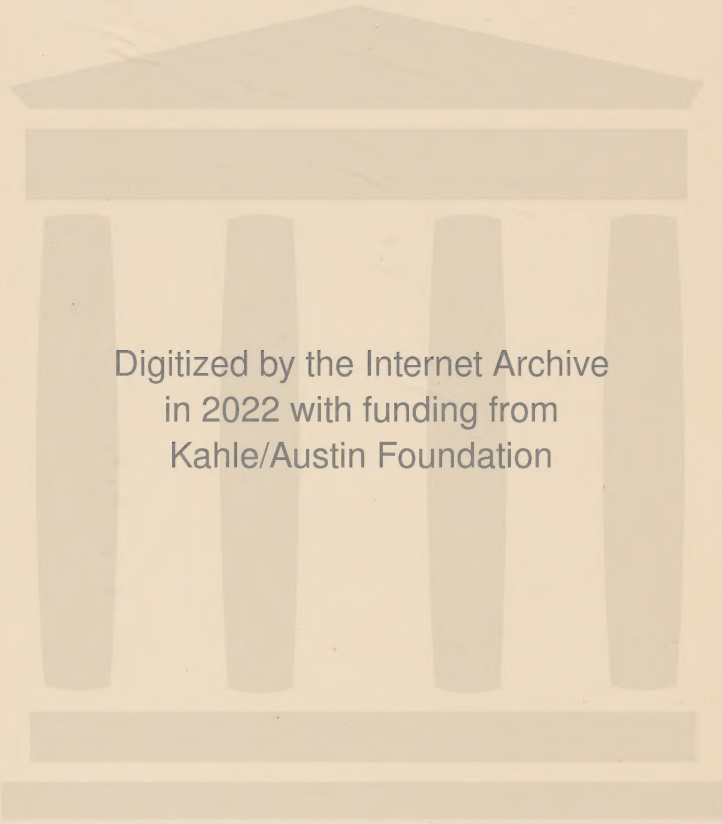
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SOME FACTORS INFLUENCING PARTICIPATION IN VOLUNTARY SCHOOL GROUP ACTIVITIES

A CASE STUDY OF ONE HIGH SCHOOL

By
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W. J. H.

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CHAPTER I

THE PROBLEM AND ITS ORIENTATION

THE control of voluntary participations is a major problem for those who direct social activities. School administrators and other educational leaders find it one of their chief difficulties in connection with the extra-class groups fostered by their schools. A few students in every school take part in too many activities while others share in none at all. Educators assume that participation in the extra-class life has much educational value, but they recognize the need for regulation and balance. Recent investigations show that the problem is almost universal and is of first importance.

Investigations Disclose Important Problem

Wilds,¹ in a study of the evils connected with extra-curricular activities, reached the conclusion that "the evils which predominate are those connected with participation." According to his study, an average of 15.5% of the students take part in more than three activities and an average of 29.2% take part in no form of activity. With similar purpose, an investigation covering 1,071 schools was made by the *American Educational Digest*. Ranked according to frequency of mention, the regulation of participation took fifth place among ten major problems discovered by the *Digest*. Koos² analyzed the general literature on extra-curricular activities and found that "extent of participation" was most frequently mentioned as a hindrance to achieving the values ascribed to the activities. Pupil-participation in extra-curricular activities in the high schools of Everett and Seattle, Washington, was studied by Fred C. Ayer.³ He assumed that "any treatment of the values which are attached to membership in extra-curricular activities on the part of high-school students must take definitely into

¹ Wilds, E. H., *Extra-Curricular Activities*, 1926, pp. 70-71, 100-101, 153.

² The Twenty-Fifth Yearbook of the National Society for the Study of Education, Part II, *Extra-Curricular Activities*, 1926, p. 9.

³ *Ibid.*, p. 67.

account the actual extent of the participation." Some of his conclusions were:

"High school students tend to join about two organizations under school control to one outside.

"From ten to fifteen percent of the pupils in high schools which provide well-organized extra-curricular activities report that they belong to no high school organization.

"From five to twelve percent report that they belong to no specially organized group either under school control or outside.

"Approximately twenty-five percent of the high school student body is not reached by extra-curricular activities."

The extent of pupil-participation in the extra-curricular activities in the smaller high schools of Michigan was determined by Woody and Chappelle.⁴ They stated that: "In half of the schools approximately half of the pupils participate in at least one extra-curricular activity; in a fourth of the schools, less than one-fourth of the pupils participate in a single activity, and slightly more than three-fourths do not participate in a single activity; in another fourth of the schools approximately two-thirds of the pupils participate in at least one extra-curricular activity. On the average, one-fourth of the pupils participate in extra-curricular activities and from one-fifteenth to a tenth of them participate in three activities."

These studies make it quite clear that the outstanding problems in extra-curricular affairs are connected with pupil-participation. Difficulties in this connection may also be inferred from the existence of point systems and other artificial schemes for regulating participation.⁵

The extent to which students take part in school activities is significant because it defines or limits the achievement of the assumed values of group-activity. Pupils who fail to participate do not acquire the values. Pupils who are too active may possibly lose advantages they would get from a better balanced allotment of their time. It may be that while some are "learning to do better the *desirable* things they are going to do anyway," others are learning to do *undesirable* things they may do anyway. Fretwell⁶ points this out when he states that "in surveying the practices of many high schools, there are still many reasons to justify one in

⁴ *Ibid.*, p. 81.

⁵ Wilds, E. H., *op. cit.*, p. 158.

⁶ The Twenty-Fifth Yearbook, *op. cit.*, p. 167.

asking why those who need athletics the least are receiving the major part of the school's attention." The point is also made by the same authority⁷ that opportunity for developing leadership is confined to the few who participate a great deal.

Our Specific Problem Stated

The literature reviewed establishes the existence of a vital and well-nigh universal problem. Control of participation is the desired solution. Educators wish to bring about the extension of participation to greater numbers of students, and at the same time they want limitation or *optimum* balance in the share which individual pupils have in extra-class activities. Regulation is the objective.

It is axiomatic in science that control rests on a knowledge of conditioning or influencing factors. Diagnosis should precede treatment. To control participation scientifically we must define it and discover the factors which condition or influence it. Our problem—the fundamental problem—emerges: *What are the major factors which condition participation in voluntary school group activities?*

Orientation

Suggestions for our general approach and particular method may be found in a brief account of the development of extra-class interests. Such an account should include a word concerning the present status of the activities in educational thought and procedure. As background for our study we shall point out (1) the original non-school status of the activities; (2) how school-masters came to pay attention to them; (3) the early attitudes and practices which developed; (4) the social trends or changes which created demands upon the school, and resulted in (5) the present attitudes and period of transition in practice. These changes of practice and attitudes relative to the activities must be interpreted sociologically for an orientation of our problem.

Development of Extra-Class Activities

Persons who recall their school-day experiences will remember playing games, debating, singing, or carrying on some other in-

⁷ Fretwell, E. K., "A Survey of Extra-Curricular Activities of Philadelphia High Schools." *Report of the Survey of the Public Schools of Philadelphia, 1922*, Bk. IV, p. 117.

4 *Participation in Voluntary School Group Activities*

teresting pastime with their fellows. This is true whether they attended a "little red school house," an academy, or a city high school. "Readin', 'ritin' and 'rithmetic" did not claim all of their attention while in school and certainly not a great deal of it when away. When children are brought together and given opportunity for doing so, they will play together and develop many kinds of activity for themselves. Extra-class activities have always been associated with schools. They have been voluntary and customary. Both teachers and parents have expected play and extra-class interests. Formerly teachers and authorities were concerned about these matters only when they interfered with the formal and fixed business of education. Only such by-products as boisterousness and damage to property forced their attention from time to time.

As schools grew in enrollment, and as the number of school units increased, pranks and mischief-making took more extreme forms. The variety of social and physical expressions expanded, but schoolmasters did not change their concepts nor enlarge the scope of their labors. Proper disciplinary measures called for suppression of acts which went beyond conventional definitions of right conduct, or which bordered on crime. Attitudes of antagonism developed.⁸ The conflict was focalized in relations between authorities and fraternities. The fraternities, on their part, imitated the behavior patterns of college fraternities and even magnified some objectionable features to anti-social proportions. The authority of educators and parents was often asserted by the prohibition of fraternities altogether.

Except in the case of fraternities, antagonism later gave way to patronage. Recognition of newly found facts and a changed philosophy in education, coupled with rapid social changes outside the school, precipitated a crisis. As a result, schools began to encourage and foster the kinds of activities which they had been suppressing.

There came into ascendancy a philosophy which recognizes as paramount in education the personality of the learner; pupil expression; full and free experimentation with social structures and processes; and guidance, rather than coercion, as the function of teaching. The significance of individual differences was discovered and schools were urged to provide situations which would yield

⁸ Wilds, E. H., *op. cit.*, p. 5.

profitable experience to each type of mental variant. There came to be a more general acceptance of the principle that learnings, even if not specific, do not spread to very unlike situations. Consequently, attention was directed toward finding educational activities or situations which have the greatest number of elements common to real-life activities.

Urbanization and increased wealth brought growth of numbers in school, and the same factors brought increased leisure.⁹ Communities were faced with the problem of leisure time. "To cover the unsupervised stretches of time and space in a boy's life that the home, church, and school do not satisfy, boys' welfare work has sprung up. The playground movement, the Christian citizenship program of the Y.M.C.A., and scouting are outstanding tendencies generated by the inadequacy of older social institutions."¹⁰ This inadequacy of the school to meet the need for adjustment to increased leisure time as well as to the many technological facilities for using this time is an increasingly perplexing problem to educators and social workers. Studies of gangs, recreation facilities and needs, character education, maladjustment, and the like are symptomatic of a crisis in social control.

Responding to these many convergent influences, some educators and parents have turned to voluntary group-activities in the school as a means of education. These activities are recognized as agencies through which the dominant philosophy of education and the scientific findings in education are to bear important results. The uncontrolled behavior of the simpler days, the implications of educational discovery, and the increase of leisure time have created a crisis for the schools to meet. Educational leaders expect properly organized extra-class activities to resolve the difficulty.

Present Status

In their sanctioned and organized form, the activities are called extra-curricular activities. They are approved as peculiarly potent in furthering or establishing desirable behavior patterns or particular social virtues. The present attitude is summarized in Koos' analysis¹¹ to which we have already referred. He says, "The

⁹ Wilds, E. H., *op. cit.*, p. 8.

¹⁰ Bogardus, E. A., "The Boy in the City." *The Journal of Applied Sociology*, Vol. X (November-December 1925), p. 175.

¹¹ The Twenty-Fifth Yearbook, *loc. cit.*

values, it is claimed, will accrue to the student-participant in extra-curricular activities are wide in scope. . . . Because of the great variation in modes of statement encountered during the analysis of the literature, it was found impossible to arrive at classifications of these values which would not overlap. But whatever the classification adopted, there is ample evidence that much is expected of these extra-curricular activities in preparation for group life." He then makes twenty-five classifications of values which include: training in some civic-social-moral relationship, socialization, training in social cooperation, actual experience in group life, training in ethical living, improved discipline and school spirit, health, vocational training, recognition of adolescent nature and discharge of superabundant energies. Fretwell¹² regards them as possible translations into practice of two theses or formulae of secondary education, viz: (1) "The first duty of the school is to teach young people to perform better those desirable activities that they are likely to perform anyway. (2) Another duty of the school is to reveal higher types of activity and to make these both desired and, to an extent, possible."

A case will illustrate how schools may encourage "desirable activities" by formulating and approving a behavior pattern. The Boy Scout Laws were adapted to the school situation of Speyer School¹³ in terms of the "Speyer Creed." The creed was then translated into a program of activities or list of requirements for the Speyer "S." These requirements were listed under physical efficiency, social efficiency, mental efficiency, and moral efficiency. Activities were given values in points and 380 points were required for the "S." From the standpoint of the educator the activities, which were quite attractive to the boys, served to control behavior and produce the efficiencies listed. The boys were primarily after the fun, the approval of their fellows and coach, the points, and the "S."

Twenty-seven principles governing the organization and administration of activities have been summarized.¹⁴ Some of these principles insist that the activities be under school direction and control; there should be some plan of unification and centralization; there should be authoritative sanction for new organi-

¹² Fretwell, E. K., "Education for Leadership," *Teachers College Record*, Vol. 20, 1919, p. 324.

¹³ *Ibid.*, p. 129.

¹⁴ The Twenty-Fifth Yearbook, *op. cit.*, pp. 14-16.

zations; veto power should reside in the school principal; all activities should be supervised; membership should be equally open to all; a wide variety of activities should be provided; limitation should be placed upon the number to which any student might belong; organizations should have a definite schedule that should be a part of the regular program; the high school should be the meeting place; and few meetings should be held at night.

Some educators advocate the inclusion of these activities in the curriculum itself. Foster ¹⁵ states that the extra-curricular program is so important that a regular period each day should be set aside to promote it. Such a period is usually designated as the "activities period." He considers that it always results in a much better spirit of cooperation on the part of teachers and pupils, and gives dignity and recognition to the extra-curricular program in a manner which is impossible when the work is attempted after school hours. Advocates of curricular status believe that extra-curricular activities must be as definitely planned as any other administrative or instructional function for the attainment of the objectives in secondary education. They should become integrated parts of the program of studies. They deserve a higher recognition than that accorded by the designation "extra-curricular." They are intra-curricular.¹⁶

Our brief survey has shown a decided shift in attitudes toward extra-class activities. In place of toleration for a few activities we now have the sanction and encouragement of literally hundreds of clubs, societies, teams, bands, orchestras, contests, banquets, spreads, "mixers," and the like. Interests are found in the schools which are as divergent as military drill and Bible study, dancing and science, athletics and mythology, music and typewriting. The change in attitude is so marked that some of the things we have just mentioned are now in the curriculum proper.

Although it is generally true that antagonism and conflict have given way to patronage and accommodation, there is wide variation in practice found among schools. At one end of the scale there are schools in which voluntary group-activities exist in about the same sense that customarily prevailed before the crisis and expansion which we have pointed out. The boys and girls devote themselves to their games, parties, plays, and the like,

¹⁵ Foster C. R., *Extra-Curricular Activities in the High School*, 1925, p. 14.

¹⁶ *Ibid.*, p. 8.

but the school is neutral so far as stimulation and guidance are concerned. At the other end of the scale are the centralized and highly organized activities of the most progressive schools. In these, every student is expected to belong to a minimum number of groups besides being a member of the larger whole—the school, which shares in its own government. In such a school the teachers interest themselves in the activities just as in the curricular work, and student's records and credits are kept in these as in curricular work. Between these extremes there are gradations of emphasis.

Sociological Interpretation and Orientation

Two facts stand out in connection with the development of extra-class interests. First, we are dealing with a process. Second, control of adolescent groups has been a constant objective; but the interaction of these groups with school authorities and parental groups has changed the practical approach to the objective. The implication for us is that studies of the activities must be oriented with reference to social processes or changes. A study of factors influencing participation in the activities must not assume that conditions are static or uniform. A sociological interpretation of the changes which we have reviewed will make this point clearer.

The change which we have described with reference to these activities is the natural history of a custom which expands to the point of challenging attention or precipitating a crisis. Customs are universal mass activities or folkways. "The operation by which folkways are produced consists in frequent repetition of petty acts, often by great numbers acting in concert or, at least, acting in the same way when face to face with the same need. The immediate motive is interest. It produces habit in the individual and custom in the group. It is therefore in the highest degree original and primitive."¹⁷

But the process does not end in custom. "Out of the unconscious experiment which every repetition of the ways includes, there issues pleasure or pain, and then so far as men are capable of reflection, convictions that the ways are conducive to social welfare. When the conviction as to the relation to welfare is added to folkways, they are converted into mores, and, by virtue of the philosophical element added to them, they win utility and importance and become the source of the science and art of living."¹⁸

¹⁷ Sumner, W. G., *Folkways*, p. 3. ¹⁸ *Ibid.*

The process continues. Structure becomes clearer. When the mores are made more definite and specific as regards the rules, the prescribed acts, and the apparatus to be employed, we have institutions. Guided by rational reflection on experience, men systematize and regulate usages which have become current to form institutions.¹⁹

Put another way, activities which are familiar and expected are customs. Little thought is taken of them. But if they are challenged or in any way related to a crisis, their survival indicates group sanction and approval. They have become mores. When the thought of the group along with sanction and approval systematizes and prescribes the activities, we have institutions.²⁰

We have witnessed this social process in connection with the voluntary group-activities which have been attached to the school for years. We have already pointed out that such activities arose as the folkways and customs of the people. Their expansion combined with the changes in leisure time and educational theory precipitated a crisis. From the crisis they emerged as sanctioned and approved by educators for certain ends. (Educators look upon the activities as instruments of control. They emphasize their potency for establishing *desirable* behavior. Given a pattern of activity and given participation in the activity, behavior is controlled. It may be seen from the list of claimed values and principles of administration that the groups to be encouraged are those organized for ends felt by educators to be desirable.)

A minimum amount of participation is often required where activities have reached the institutional level. Regulation of times and places of meeting, attendance records, point systems, credit systems, and guidance by appointed faculty sponsors are parts of the machinery found in some schools. It is obvious that these are artificial pressures affecting participation. Schools vary widely in the organization and administration of such mechanics. It is evident, therefore, that artificial pressures on participation are great enough in some schools to compel all to participate; whereas, in other schools, such pressures are felt very little.

Artificial pressures must be taken into account in a determination of factors influencing participation. They should be absent

¹⁹ *Ibid.*, p. 53.

²⁰ See the following: Hayes, E. C., *Introduction to the Study of Sociology*, 1918, p. 405; Kulp, D. H. II, *Outlines of the Sociology of Human Behavior*, 1925, p. 75.

or measurable if such determination is to be valid. In view of the difference in institutional development and control, it appears that studies should be made in particular situations. Thus oriented, methods may be chosen and applied to our problem.

Literature Bearing on Problem

It appears that no specific study has been made concerning the factors which influence students to participate in extra-class school affairs. Several investigations have had direct or indirect bearing on the problem, however. The extent to which students take part in voluntary groups has been determined in several school situations, and attention has been given to measuring participation in community activities. Incidental or subordinate parts of certain conclusions name things which are associated with participation in extra-class activities. Works with most significant relation to our problem are briefly reviewed.

Rohrbach²¹ investigated the aims and outcomes of non-athletic school activities. Responses of 6,721 students to a questionnaire furnished the students' answers to two questions which are closely related to our problem. These questions were:

Name each activity or club in which you participate, and say under each one:

1. How you came to take part in this activity.

3. How many hours a week you spent in the activity or club.

The author summarizes his findings by the statement: "All the reasons for participation can be included in the students' interest in the work and being invited by the sponsor, with the former represented by 42% and the latter 58%." The responses to questions one and three were not correlated or we might have had the relation of student attitudes to participation. The study serves to emphasize the attitudes of students and the influence of sponsors on participation, but it is quite unlikely that these two exhaust the significant factors which are influential.

Ayer²² reports two studies of pupil participation in extra-curricular activities in the high schools of Everett and Seattle, Washington, in which he raises and partly answers the questions:

²¹ Rohrbach, O. A. W., *Non-Athletic Student Activities in the Secondary School*, 1924.

²² The Twenty-Fifth Yearbook, *op. cit.*, p. 67.

Do all pupils participate in extra-curricular activities? Do they enter a sufficient number and variety of organizations? and What is the effect of participation in home and industrial duties outside of the school upon entrance into extra-curricular activities within the school? Measuring participation in terms of memberships held he states two relationships to participation, viz.: "The more work for pay a high school pupil does out-of-school hours, the fewer organizations he joins," and "high school students who take private music lessons join considerably more than the average number of extra-curricular organizations."

Woody and Chapelle²³ investigated pupil-participation in the extra-curricular activities in the smaller high schools of Michigan and based their conclusions on group membership as a measure of participation. They divided the schools into groups according to size of enrollment and found that the percentage of students engaged in activities is greater for smaller schools. They also found that those in the upper classes participated more extensively than lower classmen. They discovered a tendency for pupils participating in one interscholastic sport to participate in two or three, thereby limiting such activities to a few persons.

Hawthorne,²⁴ in a significant study of community socialization, points to the need of a unit which will reduce the subjects for investigation to common terms. For community socialization he develops a contact hour unit, but for socialization within the high school he measures by an index. To derive the index he lists expressional and impressional situations which have been available over a period of time and has 180 pupils check those in which they took part. The modal persons in the frequency distributions thus obtained were given an index of 100 and those above and below in their ratio. Then each activity was divided into socializing-value elements. Frequencies for each element were made and specific indices derived in the same manner as the general one. These specific indices could then be compared with each other or with the composite index. The indices thus derived were compared for three or four vocational groups with the implication of relationship of group origin on socialization. The study accomplished its aim in suggesting a technique for measuring the expressional and impressional activities of children. Criteria for classifying

²³ The Twenty-Fifth Yearbook, *op. cit.*, pp. 81-96.

²⁴ Hawthorne, H. B., *The Sociology of Rural Life*, 1926, pp. 63-85.

activities as expressional and impressional were somewhat arbitrary, leaving room for doubt. Using data which were based upon memory of participation over a long period of time was another limitation of this study.

Hypes,²⁵ studying participation in a rural New England town, measures the participation of households in terms of total hours spent in primary group interaction multiplied by individual members of the household, divided by the number of persons eligible for such participation. This index emphasizes time as an element of measure and is comparable to the participation quotient proposed by Kulp²⁶ for measuring personal participation.

The studies of Ayer, and Woody and Chapelle touch upon our problem most directly. Although such discovery is not their primary goal, they do arrive at statements of the relation between participation in extra-class activities and size of school, work for wages, private music lessons, and experience in school. In our specifically aimed and more exhaustive study we should check these correlates which they report. Hawthorne and Hypes contribute to our approach by emphasizing the time element in measuring participation. The other studies were based upon measurement in terms of membership. A combination of the two or a comparison of them in the same situation is suggested for our study.

²⁵ Hypes, J. L., *Social Participation in a Rural New England Town*, 1926, pp. 7-9.

²⁶ Kulp, D. H. II, *op. cit.*, p. 113.

CHAPTER II

DEFINITIONS

BY ORIGIN and common usage, to participate means to take part or share with others in possessions or acts. The term involves joint relations or group relations. Sociologists would probably say that participation is equivalent to interaction. The latter word refers to mutual influencing. Persons who are in contact influence each other to a greater or less degree. The ideas of sharing and influencing are essential to the meaning of participation, but they do not lend themselves directly to objective measurement. For this reason it may be well to define participation as the pursuit of group values.

All definitions of the group as a sociological concept make it a relationship between persons. Small¹ refers to the group as a number of persons among whom such relations are discovered that they must be thought of together. It is recognized that in order to constitute a social group the persons must be conscious of their relations to each other and regulate their specific activities in accordance with common ends.² Thus, "a social group consists, in the last analysis, in the mental attitudes or psychological occurrences within the minds of individuals; but the fact that these attitudes and occurrences are the product of mutual determinations and reciprocal influences creates a dynamic functional relationship between the individuals, and that dynamic functional relationship creates and is the unity of the group. . . . The group, therefore, does not consist of individuals, but only so much of them as enters into the functional relationship."³ A broader view of group is "the sum of all individuals concurring in reciprocal relations, together with all the interests that unite them. In the more narrow sense, the term designates the process of socialization or association as such, the interaction itself in abstraction

¹ Small, A. W., *General Sociology*, 1905, pp. 495-497.

² Dewey, John, *Democracy and Education*, 1925, p. 5.

³ Spykman, N. J., *The Social Theory of George Simmel*, 1925, p. 27.

from these interests. These two meanings can be distinguished on the basis of a differentiation between the form and the content of socialization."⁴

"In every social phenomenon, content and social form constitute a unitary actuality. A social form can no more attain existence detached from all content than a spatial form can exist without substance. . . . They consist of an interest, a purpose, or a motive on the one side, and, on the other side, of a form or manner of reciprocity between the individuals through which the content attains social actuality."⁵ The concept of group embraces two phases—content and form or process. We have seen that the process is socialization.

Now, values are the objective phase of wishes. Wishes for new experience, security, dominance or recognition, and intimate or personal response are the classifications recognized by Thomas. In combination they form attitudes. And the objects which satisfy them are values.⁶ Values may be regarded as the content of groups. That is, the repressing and stimulating influences generated through group interaction determine the objects of wish satisfactions. Our functional equivalent of group being socialization, we may speak of socialized values. Values may be further classified as positive and negative—those to be sought and those to be avoided.

We are using "pursuit" to denote purpose in action. Seeking, aiming, or trying to obtain values are practical equivalents of our use of the term. The common expression, "pursuing a business," or reference to a business as a pursuit, is a case in point. Negative as well as positive attitudes are involved in this meaning, so that we may have efforts to approach or efforts to repel, chase away, or avoid as positive and negative phases of pursuit. Thus the pursuit of group values or of a business implies negative regard for things which interfere with the purpose in action.

Bringing the functional and content aspect of the group together with the idea of pursuit, we may state our original definition in slightly different terms. Participation is movement toward socialized values. Or, sociologically, the content of group is its values. Its form is socialization or the acquisition of values. And

⁴ *Ibid.*, p. 32.

⁵ *Ibid.*, p. 33.

⁶ Park and Burgess, *Introduction to the Science of Sociology*, 1925, pp. 488-490.

participation is effort or movement to acquire values. Applying this summary, our problem may be restated as: What are the factors which influence effort or movement toward acquiring voluntary school-group values?

It should be noted that when activities become institutionalized some participation is forced. Therefore, it would be difficult to determine the factors conditioning participation in a situation where one factor dominates all the rest. In other words, it would be difficult to answer our question in a school where sanction of activities or institutionalization was the outstanding pressure for participation. Such a situation would not suit our study for it is the investigation of voluntary as opposed to prescribed participation.

This brings us to the consideration of evidences of participation—or evidences of pursuit of socialized values. If we are to determine the factors which influence voluntary participation we must first be able to recognize it and measure amounts of it. The answer to our problem becomes a matter of finding relationships with more and less participation. This measuring in turn necessitates objective evidences or indications of movement towards group values. What are these evidences?

Indices of Participation

The most obvious indication of participation is membership in groups, or identification with those who are interacting. The mere fact of membership suggests a working harmony of personal attitudes with those of the group, and mutual influencing is thereby occasioned to some degree. The person may pursue group values no more than by his act of joining the group, but by this act he establishes the static phase of participation. A measure in terms of memberships will then, in some degree, serve our need.

The dynamic aspect of participation is evidenced by the time spent in group relations. Time spent, of course, is only a quantitative measure. The qualitative aspects, such as degrees of rapport and assimilation, are not necessarily indicated by this element. Persons may spend equivalent amounts of time in group relations without pursuing group values with the same intensity. But, after all, time spent is the most objective indication of the extent of group influencing, intensity of wishes, or adequate acquisition of group values.

Number of contacts is an objective measure of the functional aspect of group life. It is partially cared for by the membership measure suggested at first. In fact, the number of memberships one holds may be a far better measure of participation than the number of contacts. Mere number of contacts is of doubtful value, for a law of diminishing effect may operate with increase in the number of contacts. Both quantitative and qualitative participation may vary inversely with the number of contacts per group.⁷ Number of contacts is, therefore, an uncertain measure of participation. A person might have one hundred and fifty contacts in one group, whereas another might have as many in five groups. To weight participation properly in terms of such a measure would require a separate study.

The rôle of social status of participants is an index open to objective treatment. Whether a participant be officer or member, leader or follower, actor or observer, speaker or hearer is significant in the pursuit of values, but properly weighting the relativity of this significance would also require separate study. For practical purposes the time element is a satisfactory measure of the rôle element, just as the number of memberships is a fair measure of contacts. This is illustrated by the fact that officers spend more time in an activity than lay members, and actors spend more time in rehearsals than spectators who witness their acting.

The personality of the participant, which may be defined as the organization of his wishes about a dominant wish,⁸ is significant as an element of participation. But personality is quite difficult to measure because of its subjectivity. If the person has wishes so organized as to move toward certain values and finds himself a member of a group offering few of these values, his participation is low even though he should spend time and hold membership. For instance, a boy interested in mechanics, radio, and the like, but having little desire to attend games, may, by the influence of slogans and other devices of school social pressure, be led to attend games. But his participation is low while he attends because "his heart is not in it."

Our analysis has shown that membership, time consumption, number of contacts, and rôle played in the group are objective

⁷ Spykman, N. J., *op. cit.*, p. 136. Also see: Poole and Poole, "Laws of Social Distance." *Journal of Applied Sociology*, Vol. II, p. 367.

⁸ Kulp, D. H. II, *op. cit.*, p. 97, 101.

and measurable evidences of participation. A satisfactorily refined measure should possibly combine them into one quantitative expression. A separate study might well be devoted to the derivation of a single measure, but for our practical survey we may use less refined tools. Divorced from all subjectivity, we have the simple facts of membership and time spent in group relations. Either is an index of the pursuit of group values. Non-membership points to no identification of wishes with those of the group. Membership plus expenditure of time signifies more integration and identification of the person with the group than does membership alone. Thus, if we use these two indices separately or in combination we should be able to measure participation for practical purposes.

CHAPTER III

METHOD

Choice of Method

Two scientific methods of investigation present themselves for application to our problem. In our effort to determine the factors influencing voluntary participation in non-class school groups we may use either the sampling or the monographic method. Upon the choice of a method hang the type, scope, cost, and significance of our data. We wish, therefore, to know the distinguishing characteristics of each method and the relative value of each for our study.

The sampling method involves getting data concerning any phenomena under investigation from random cases in many types of situations. Given specific traits or measures to be investigated, we proceed to get facts regarding the measures under a variety of circumstances and in a sufficient number of cases or instances to represent the range of diversity of the measures as well as to portray the relative deviations within the range. This method yields general tendencies and trends. It is wide in scope and the conclusions are sweeping. The picture issuing from the method is composite. It furnishes abstract standards with which to compare particular cases or situations.

The monographic or case method, on the other hand, seeks data regarding traits or measures under investigation from all phases of one type of situation. One situation limits the scope of the investigation and the conclusions are likewise limited. The resulting picture is specific rather than composite. No abstract standard is furnished through this method and comparisons with other situations are limited to those points in which the situations are alike. But a composite picture may be built from the comparable results in a series of applications of this technique.

Several things point to our choice of method. We are not, for the present, interested in deriving standards of participation. Our

study might suggest the need of standards, and measurement may lead in that direction; but our problem seems to demand a monographic study or a series of such studies. In the first place, degrees of institutionalization exist among schools so far as extra-class activities are concerned. To study voluntary participation we would like to find freedom from official and traditional pressure either for or against participation. Furthermore, we recognize the need of making a study of participation in a setting. Sociological phenomena are complex and have less meaning apart from the milieu. Some influences may be constant in many situations. If our study reveals any biological or psychological correlates of voluntary participation we might assume some constancy. But the sociological factors are a part of the *ethnos*,¹ or the ethnic-moral-geographic complex.

Finally, our aim is to contribute a technique for studying the influences on voluntary participation in particular schools. We have referred to evidence which shows that the primary problems in non-class group activities are those connected with participation. Regulation is recognized as a necessity by many principals of schools. It is believed that some students participate too much and others too little. Various schemes have been hit upon for regulating participation,² but these schemes have for the most part been based upon extrinsic motivation. They have not taken into account the influences characterizing the milieu which promote participation in general or particular participations. Yet, administrators who recognize the value of scientific approach to problems realize that knowledge of influences on participation is prior to proper regulation. A technique for obtaining such knowledge of even suggestions for this purpose would be of great value.

Therefore, because among schools there are degrees of institutionalization with reference to non-class school activities, because of the greater abstraction in the sampling technique, and because of the very definite need for a technique applicable to individual schools, we choose the case method for attacking our problem.

¹ See Kulp, D. H. II, *Country Life in South China*, p. 47, for discussion of organic nature of social phenomena.

² Meyer, H. D., *A Handbook of Extra-Curricular Activities in the High School*, 1926, Topic 26; Wilds, E. H., *op. cit.*, pp. 157-169.

Choice and Collection of Data

Our problem calls for the selection of a school in which we may collect data in regard to the memberships held and time spent in non-class groups by each pupil enrolled. We should select a high school of small or medium size, offering a variety of non-class activities, having little or no artificial restriction or stimulation of participation, such as a point system or requirement of minimum participation. Although, as we pointed out, we are not seeking trends or comparative data, we recognize that the small or medium school is more typical of schools in general than are large or very large schools. Further case studies, if any, are likely to be made of the smaller schools. Very large schools are likely to have their activities highly institutionalized and very small ones are likely to have an extremely limited variety of activities.

The Cliffside Park High School at Grantwood, New Jersey, was selected as meeting the requirements. Through the cooperation of its administrators, data were collected there. Cliffside is a small city with a population of 10,000, and having a high school with 356 students enrolled. The non-class school activities provide for interests in athletics, companionship, music, dramatics, public speaking, and publications. The school was particularly anxious to cooperate in the study because a building for a junior high school was nearing completion and it was hoped that a study of influencing factors might yield conclusions which would be significant for the extra-curricular program to be fostered in the junior high school organizations.

In addition to data on membership and time we must have data on probable influences. The investigation is limited by the funds and time of the investigator, and by the time the school and students can spare in furnishing the data. Therefore the study is not exhaustive. It aims to discover some of the major influences of voluntary participation. The major factors can be named under the two general classes, biological and sociological. As influences which might prove significant, the biological facts of sex, age, and abstract intelligence were studied. The sociological facts investigated were nationality, socio-economic status (as indicated by parents' occupation), work for wages, community-group participations, home duties, school experience, and school marks.

For collecting data in regard to memberships held, a form (see Appendix, Form I) was filled by all students. On this, each student listed all the groups to which he belonged, both in and out of school, as well as any offices he held. The resulting data were checked against other forms given in other connections and against lists of members furnished by proper officials. Data as to time spent in each activity were obtained through the use of a time-diary. (See Appendix, Form II.) This diary was filled each morning in the home-room period for the previous twenty-four hour interval. To aid the student in remembering what he did, certain regular or anticipated activities appeared on the diary-form. Additional space was, of course, left for activities not anticipated. To aid in securing the most accurate estimates of time, the diary-form was divided into convenient periods of the day. With these provisions, together with the regular and supervised filling of diaries, it was thought that inaccuracies would probably be slight and would tend to equalize one another so far as the whole is concerned. Thus the diaries are regarded as valid bases for the study of influences upon participation. Because of their personal or subjective origin, however, they do not warrant refined statistical treatment.

Time Measures of Participation

The time-diary previously introduced was constructed to furnish data on the way time was spent. As will be seen from the diary-form, all activities were recorded from the time of getting up in the morning until the time of going to bed at night. Although they were designed primarily to yield data on time voluntarily spent in non-class school activities, they also show the time spent in non-school activities of all kinds.

The diaries were filled for six school days and two Saturdays and Sundays. Since they were not filled for Saturdays and Sundays under the same conditions as for school days, the week-end diaries were thrown out. This left the diaries for December 3-10 as a basis for time measurement of participation. Three hundred fourteen diaries were retained after twenty-two had been rejected. Those having large time intervals unaccounted for were not considered at all. In many cases the gaps of unaccounted time were due to more than two days' absence. For nine sets of diaries complete for four days and fifteen complete for five days a cor-

rection was made to the six-day period. The time recorded for each type of activity was increased on a pro rata basis for the days given.

It is submitted that the particular week selected gives a fair cross section of participation in the school studied. All the activities of the school were in full swing. We believe it to be true of most schools that their non-class activities start off rather slowly in the fall. After organization has been completed the various groups gather members and get their programs started. Just preceding the Christmas holidays a peak in activity is reached. From this there is a decrease in time consumption through the examination and reorganization periods, to be followed by a second rise to a high point in the spring just previous to close of school. Our cross section was taken at the first peak. Class and varsity basketball were at the stage when the greatest numbers were offered opportunity to play. The varsity squad had not been cut, and class teams were having some of their inter-class contests as well as practices. Thus opportunity to participate in athletics was open to boys and girls to the fullest degree. Since a play was put on the first Friday evening accounted by the diary, and an operetta the second Friday evening, both the dramatic and musical activities of the school were at their height. Cooperation in selling tickets, decorating halls, staging the productions, and advertising was necessary to make these two public affairs successful. The rehearsals consumed time of the actors. The two performances called into action the glee clubs and the orchestra. Opportunity to attend these and basketball games made it possible for that large group of participants, the spectators, to "come out and show school spirit." Besides these major activities, the contributors to the school publication and the discussion group were having meetings. The junior class had a meeting to present their sponsor a gift, and other class organizations held meetings. All told, every type of non-class group was active during this six-day period.

Furthermore, it was a satisfactory week for getting a picture of non-school activities. Outside affairs, such as church sewing circles, bazaars, plays, sororities, and young people's societies, held meetings, and the time consumed was recorded in the diaries. Boy Scouts and Camp Fire Girls noted the time spent in their activities. The movies, pool rooms, and dances received their

time claims. A community play was in rehearsal stage and some high school students gave time to it. Snow was on the ground part of the week, and much time was taken up with coasting.

Accuracy of Diaries

Time accounting based upon estimates from memory can only approximate accuracy. However, if certain conditions are met, these estimates are likely to be close to the truth. A number of considerations lead us to conclude that the diaries which furnish our basic data are essentially accurate. The period to be remembered was not very long, since the student recorded each morning his use of the previous twenty-four hours. The diary-form aided his memory, as the day was divided into the convenient periods: morning period—before 8:30 o'clock; morning period—from 8:30 to 12 o'clock; afternoon period—from 12 to 3:10 o'clock; afternoon period—from 3:10 to 6 o'clock; evening period—from 6 to 10 o'clock or later. These periods corresponded to the probable organization of daily routine into before-school, morning-school, afternoon-school, after-school, and evening periods. Besides these aids to memory, there was every indication of rapport on the part of students and teachers. Students appeared to write the record willingly and faithfully. All were quite familiar with taking tests and knew that data would not be used in any personal connection. When there is no danger to social status involved, persons generally write freely. The diaries are fully and naïvely written. Dancing until very late hours, spending time in pool rooms, failing to do any home study, and other matters which might not receive official sanction, were freely registered. The records are consistent and reasonable.

Tabulating and Checking Participation Measures

The 1,884 single diaries which were finally used were tabulated daily under headings chosen because of their later use as hypothetical factors influencing participation, or because of their frequent recurrence. The headings were:

- Outside work (for wages)
- Home duties (chores, cooking, etc.)
- Home study
- Athletic association meetings
- Varsity basketball playing

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- Class basketball playing
- Watching basketball playing
- Attending class meetings
- Writing for school paper or attending staff meetings
- Singing in glee club or attending business meetings of this club
- Rehearsal for play
- Rehearsal for operetta
- Attending play
- Attending operetta
- Special duties (ticket selling, ticket collecting, helping with stage decorations, etc.)
- Playing athletic games out of school
- Work on outside-of-school hobby (radio, etc.)
- Non-school club activity
- Non-school musical activity
- Non-school reading
- Scouting
- Winter sports
- Sociability activities at home
- Sociability activities outside of home
- Theatre attendance
- Religious activities

The tabulation was made in hours and decimal parts of an hour. The daily tabulations were then consolidated on a master sheet.

Form I in the Appendix shows the form used for gathering data on membership in groups. As will be seen, it gives not only the school groups to which the student belongs but his non-school memberships besides. It also furnishes a statement of memberships held in temporary groups, such as audiences, crowds, and committees for decorating, soliciting, and the like. It supplies data on officerships or other special rôles played in either in-school or out-of-school groups. It was filled some days after the diaries were closed and the two were tabulated together, thereby furnishing checks one on the other. Thus every temporary group membership had to tally with a time participation, and membership on a team or caste had to tally with time spent in playing or rehearsal. This was a check on activities both in and out of school. Because of the consistency of this check the data are considered the more valid. Memberships were themselves checked against sponsors' and coaches' lists and against the records of attendance kept by groups. The check form used by sponsors and coaches both as to number of students in attendance and as to time spent appears in Form III of Appendix.

Some Facts About the Measures

It is significant in view of our desire to measure participation to notice that the percentage of pupils spending time in activities is much less than the percentage holding memberships. Only 203, or 64%, of the pupils spent time in non-class activities during the six-day interval recorded, whereas 300, or 96%, hold membership in some group. Thus only 4% do not participate according to the second measure.



FIG. 1. Memberships Held in Voluntary School Groups.

Mean—3.12. Median—3.34.
S. D.—1.71.

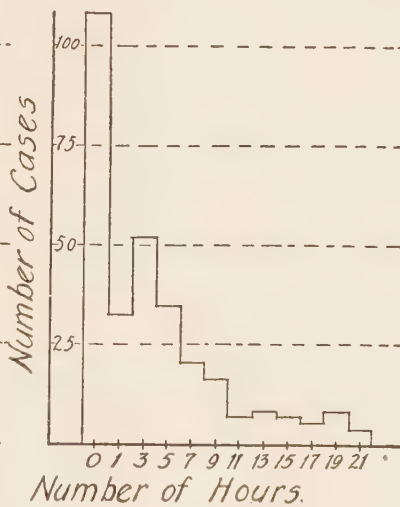


FIG. 2. Hours Spent in Voluntary School Group Activities.

Mean—4.51. Median—4.80.
S. D.—5.80.

For group memberships the mean is 3.12, the median is 3.34, and the standard deviation is 1.71. For the number of hours spent in activities during the period the mean is 4.51, the median is 4.80, and the standard deviation is 5.80. Distributions of the two measures are skewed in the same direction, both being to the left. (See Figures 1 and 2.) When correlated, the measures yield a coefficient³ of $+ .67 \pm .001$. Time and membership measures present a different picture of participation, but their fairly high correlation shows that either may be used as a crude measure. There is a fairly marked tendency for persons who

³ Reference is made to Pearson coefficient of correlation.

belong to many groups to spend much time in activities, and vice versa. Refinement of measure is desirable but is not absolutely essential to the solution of our problem. The simplest approach is to use one measure or the other as a crude tool. But, in carrying forward our study, we shall use time and memberships, and check them against each other when testing postulated correlates. In so doing, we believe we are taking a step toward the construction of a finer tool for investigating participation. Comparison of the two will be possible and their relative value may be assessed.

CHAPTER IV

PERSONAL TRAITS AND PARTICIPATION

PERSONS possess certain traits which may be regarded as relatively independent of social or cultural conditioning. For the most part, stature, skin and hair color, conformation of the body, sex, and abstract intelligences are probably recognized as hereditary traits. Chronological age is an individual trait. These are not usually thought to be greatly influenced by social surroundings and social change. They are regarded as conditions, or limits, associated with some social phenomena. It is our purpose to inquire whether amounts or degrees of these personal traits are associated with amounts of participation in voluntary school group activities.

Intelligence

Intelligence tests were designed to measure the complex trait, intelligence. The question arises whether this trait, as measured by a standardized test, is significantly related to participation. Are the activities of such a nature that they attract all degrees of intelligence represented in the high schools, or are they attractive only to those possessing higher intelligence?

The answers to these questions are important. Our basic assumption has been that only participants acquire the values offered through the activities. If educators would have these values acquired, it is important to know whether intelligence is a conditioning factor. If there is no association between participation and intelligence, then this trait may be disregarded. But if there is association, it will mean that persons at only certain levels of intelligence are learning to behave according to patterns deemed more desirable to educators. Persons at other levels are not being so shaped. In order to remedy such a condition activities might have to be supplemented or modified.

For the purpose of measuring intelligence, the Otis Group Test, Form A was used in this study. The results were then related to the number of memberships held by pupils, and also to the

time they spent in activities. The relation of intelligence to each of these two measures of participation is seen in Table I. It can be seen from this table that there is a positive relation or association between intelligence and participation. Comparing those students above median intelligence with those below we find

TABLE I
NUMBER OF STUDENTS IN THE FIFTY-PERCENTILES OF THE INTELLIGENCE DISTRIBUTION FROM SIMILAR DIVISIONS OF THE PARTICIPATION DISTRIBUTIONS

INTELLIGENCE	PARTICIPATION							
	Memberships Held				Time Consumption			
	Number		Percent		Number		Percent	
	Below 3	Above 3	Below 3	Above 3	Below Median	Above Median	Below Median	Above Median
Above Median ...	47	56	46	54	33	43	43	57
Below Median ...	68	20	77	23	47	26	64	36
Total	115	76	60	40	80	69	53	47

54% of the former and 23% of the latter belonging to more than three groups. Conversely, 77% of those below median intelligence and 46% of those above this median belong to fewer than three groups. When the time measure is used the results are similar. Above median time consumption are found 57% of those who are above median intelligence, but only 36% of those who are below median intelligence. Or, we may say, 43% of those above median intelligence and 64% of those below this median spend less than the median time given to extra-class activities. Thus, by both measures it is shown that lower intelligence is associated with less participation, and vice versa. Stated positively, 54%, by the membership measure, and 57%, by the time measure, of those above median intelligence are above the median for participation; and 77%, by the membership measure, and 64%, by the time measure, of those below median intelligence are also below median participation. Negatively, 46%, by the membership

measure, and 43% by the time measure, of those above median intelligence are below median participation; and 23%, by the group measure, and 36%, by the time measure, of those below median intelligence are above median participation.

Those percentages which seem to indicate lack of association really strengthen the judgment that the traits are correlated. It will be noticed that the smallest percentage of cases, using either measure, is of those having above median participation and below median intelligence. Even if degrees of intelligence are associated directly with amounts of participation, it is to be expected that many persons of superior intelligence would spend little time in activities and belong to few groups. But what is more important, if intelligence in any way limits participation, it would be expected that very few persons of inferior intelligence would belong to a large number of groups or spend a great amount of time in group relations. This is exactly what we find. Only 23% of those who are below median intelligence belong to more than three groups, and only 36% of those who are below median intelligence spend more than the median amount of time in group affairs.

A more refined method of determining relationship is hardly applicable to our data; but using the technique for finding the Pearson r , we do get a positive correlation between the two measures. The coefficient is $+.27 \pm .039$ when T (time) and $I. Q.$ are correlated; and $+.39 \pm .026$ when G (group membership) and $I. Q.$ are correlated.

It seems safe to conclude that there is some association between the two traits, but we shall check the matter further in connection with specific activities.

Age

If we are to seek for a possible relation between chronological age and participation we must study the matter within classes. If we take the school as a whole the average age will increase by one year as we advance from class to class, and findings might easily be imputed to increased school experience. Our question really is, does participation bear any relation to chronological age for students of the same school experience level?

Table II shows the scatter of cases with reference to ages and group memberships. It will be seen that the modal ages for the

four years are 14, 15, 16, and 17, with the modal number of memberships held by persons in the classes being 2, 3, 4, and 4, respectively. Thus number of memberships increases by age and classes, but that is not our question. Our query is: does participation vary with age within classes? Since there is no great deviation in age, and cases deviating by more than one year from the average are few, it is hard to reach a conclusion.

We may, however, compare the number of memberships held by students a year younger and a year older than the modal age for the class. In the first three classes, comparison shows that

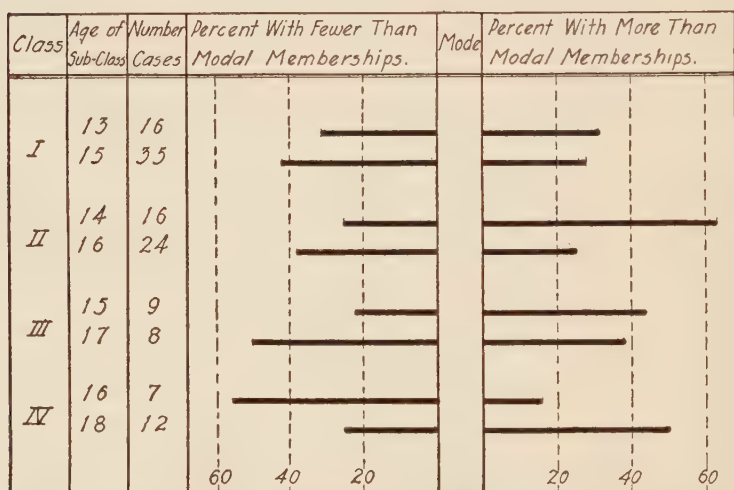


FIG. 3. The Membership Participation of Students One Year Above and Below Modal Age of Class

younger pupils participate more than older ones. In the first year class, 42% of the older students as compared with 31% of the younger ones belong to fewer than the modal number of groups. Above this mode are found 28% of the older and 31% of the younger students. Parallel to this, in the second year 37.5% of the 16-year-olds and 25% of the 14-year-olds are below the class mode for memberships; and above the mode are 25% of the older and 62.5% of the younger students. Similarly, 50% of the 17-year-olds and 22% of the 15-year-olds hold less than the modal number of memberships in the third-year class, as compared with 37.5% of the former and 44% of the latter who rank above the

TABLE II
DISTRIBUTION OF GROUP MEMBERSHIP AND AGE BY CLASSES IN SCHOOL

No. of Groups	First Year									Second Year							Third Year					Fourth Year					
	12*	13	14	15	16	17	18	19	T†	14	15	16	17	18	19	T	15	16	17	18	T	16	17	18	19	20	T
1	...	5	14	15	6	3	...	1	43	...	3	1	...	...	...	4	...	2	...	1	3	1	4	...	...	...	5
2	1	6	11	10	6	1	...	...	36	4	11	8	...	...	1	24	1	5	3	...	9	1	1	...	...	...	3
3	...	2	17	8	6	...	...	...	33	2	7	9	1	...	...	19	1	1	1	3	6	2	5	3	1	1	12
4	1	2	4	1	2	1	...	...	11	3	2	2	...	...	...	7	2	4	1	2	9	2	3	2	1	1	9
5	1	1	3	...	...	...	...	...	5	2	5	...	...	1	...	8	1	4	2	...	7	1	3	1	...	...	5
6	...	...	5	1	...	...	...	...	6	4	4	3	1	...	...	12	3	2	1	...	6	...	3	3	...	...	6
7	...	...	...	...	...	...	...	...	0	1	3	1	...	...	...	5	1	3	...	...	3	...	2	2	...	...	4
T	3	16	54	35	20	5	0	1	134	16	35	24	2	1	1	79	9	21	8	6	44	7	21	12	2	2	44

*Age. †Total number of cases.

mode in memberships. The relation of participation and age is reversed in the fourth year. Here, we find 25% of the older, 18-year-olds, and 56% of the younger pupils, 16-year-olds, falling below the modal number of memberships for the class; while 50% of the older age-class and 14% of the younger are above modal participation. Figure 3 presents these ratios graphically.

We cannot be certain of the interpretation of these facts. With the exception of seniors, in the same class or experience level, younger students seem to participate more than do older ones. This would be consistent with our conclusion relative to intelligence. It is reasonable to suppose that relations happen to be reversed in the fourth year merely on account of the small number of cases. In the first year age-classes compared, we had 51 cases; in the second, 40 cases; the third, 17 cases; making a total of 108 cases. In the fourth year there are 19 cases involved, and 12 of them are in the older age-class. In every instance in which we have the larger number of cases, it appears that younger students participate more than older ones of the same class level.

Sex

We now wish to determine the relative participation of the sexes. If we find girls participating more than boys, or vice versa, we may credit such finding to sex tendencies. This will not necessarily mean inherent sex tendencies. The relative significance of biological and sociological factors in determining the status and defining the behavior of the sexes is not clear. Our question is a simple one. Which group, if either, girls or boys, have a tendency to participate more in non-class activities?

When we measure participation by group membership we see that for the school as a whole girls participate much more than do boys. It may be observed from Table III that 54.9% of the boys belong to fewer than three groups, whereas only 32% of the girls belong to so few. On the contrary, only 25.4% of the boys belong to more than three groups, whereas 42% of the girls belong to more than three. Upon analysis of this, however, we find that this situation for the school as a whole is not constant for the classes. It holds for the first two classes, but not for the last two. The analysis appears in graphic form in Figure 4. In the first year class 76.1% of the boys as against 39% of the girls belong to fewer than three groups, while in this class 8.4% of

the boys as against 27.4% of the girls belong to more than three groups. In the second year the contrast is still emphatic, for 47.6% of the boys and 26.8% of the girls belong to fewer than

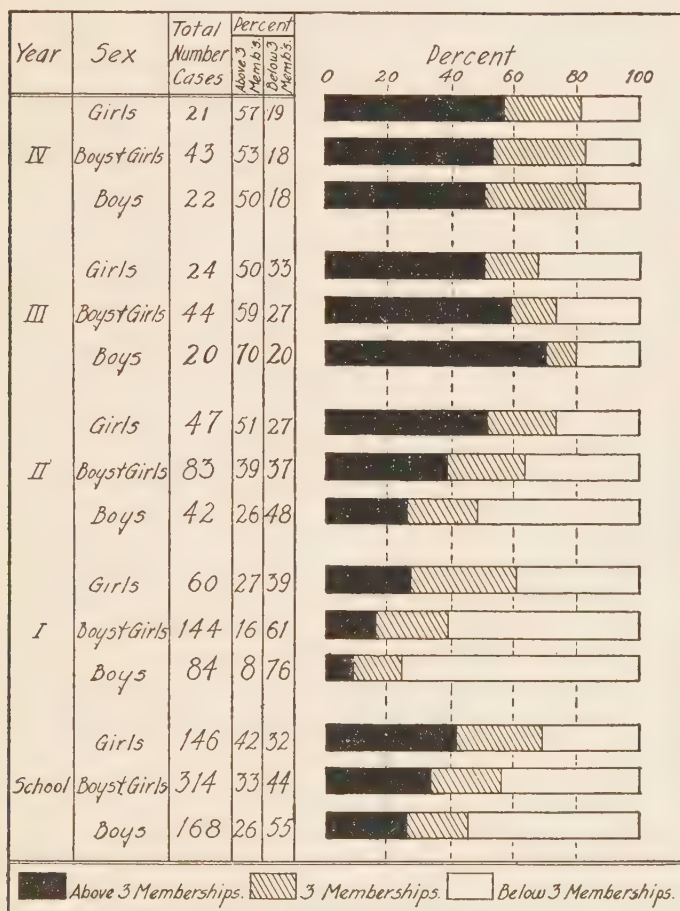


FIG. 4. Membership Participation of Boys and Girls in Each High School Class, and in The School. (This figure also shows the membership participation by classes in high school.)

three groups and 26.2% of the boys and 51.2% of the girls belong to more than three groups. In the third year this is sharply reversed. At this level 20% of the boys and 33% of the girls belong to fewer than three groups and 70% of the boys and 50% of the girls belong to more than three groups. In the last

TABLE III
DISTRIBUTION OF MEMBERSHIP PARTICIPATION WITHIN CLASSES BY BOYS AND GIRLS

No. of Groups	FIRST YEAR				SECOND YEAR				THIRD YEAR				FOURTH YEAR				TOTAL			
	Number		Percent		Number		Percent		Number		Percent		Number		Percent		Number		Percent	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
0	8	2	9.5	3.3	3	1	7.1	2.4	.....	.....	.....	.....	.....	.....	.....	.....	11	3	6.5	2.0
1	32	11	38.1	18.3	3	1	7.1	2.4	.....	3	.....	12.5	1	4	4.5	19.0	36	19	21.4	12.0
2	24	11	28.6	18.3	14	9	33.3	21.9	4	5	20.0	20.8	3	0	13.6	.....	45	25	26.8	17.0
3	13	20	15.5	33.3	11	9	26.2	21.9	2	4	10.0	16.7	7	5	31.2	23.8	33	38	19.6	26.0
4	4	7	4.8	11.7	3	4	7.1	9.7	4	5	20.0	20.0	3	5	13.6	23.8	14	21	8.3	14.3
5	2	4	2.4	6.7	2	7	4.8	11.1	4	3	20.0	12.5	3	2	13.6	9.5	11	16	6.5	10.9
6	1	5	1.2	8.5	4	7	9.5	11.1	5	1	25.0	4.2	4	2	18.1	9.5	14	15	8.3	10.2
7	.....	.....	.....	.....	2	3	4.8	7.3	1	2	5.0	8.3	1	3	4.5	14.3	4	8	2.3	5.5
8	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	4.2	.....	.....	.....	.....	.....	1	.....	.7
T. Boys	84	.....	.....	.....	42	.....	.....	.....	20	.....	.....	.....	22	.....	.....	.....	168	.....	.....	.....
T. Girls	.....	60	.....	.....	.....	41	.....	.....	.....	24	.....	.....	.....	21	.....	.....	.....	146	.....	.....

year of high school participation seems more equally divided between the two sexes. Here we find 18.1% of the boys and 19% of the girls belonging to fewer than three groups; whereas 57% of the girls and 49.8% of the boys hold more than three memberships.

We see, then, that boys participate far less than girls in the first two years, but tend to equal or exceed them in the junior and senior years. These facts suggest the influence of sex maturation on participation. There is at least a close parallel. Maturation of sex functioning, which is accompanied by increased attention and sensitivity to social relations, is more retarded in the male than in the female. The process is a gradual one¹ but the onset of puberty is about a year earlier in the female. The boy enters the pubertal and high school periods at about the same time (14 years of age), but the girl's pubertal development begins a year previous (13 years of age) to going to high school. About the time they enter high school, boys are growing rapidly, and they are reputed to be awkward. Their voices are undergoing change. They are somewhat self-conscious and shy. The sex isolation which is observable in boys during pre-adolescence continues through the first year of high school. Neither physiological nor sociological conditions tend toward the isolation of girls at this age. On the contrary, they are likely to enter into group activity with enthusiasm. It might be argued that because boys have more non-school activities, such as sand-lot baseball and other games, scouting, hiking, and the like, they do not take to school activities. But in the days of practically equal playground and organized group activities outside the school, it is more likely that the differential in participation is associated with maturation of sex as such. Certainly there is evidence of participation being associated with sex. And if other studies should reveal this parallel of maturation and participation, we would regard maturity as a variable with participation in extra-class activities.

The gross results are somewhat different when we measure participation by time spent. The important thing to notice is that little difference occurs in the first year. It is in this year that we have the most cases, and it is here that the biological and sociological sex differences would be most likely to influence participation. In the first year 72.7% of the boys and 58.1% of the girls are below median participation, and 27.6% of the boys and

¹ O'Shea, M. V. Ed., *The Child: His Nature and His Needs*, pp. 301-312.

41.9% of the girls are above. We may see this from Table IV, as well as by the fact that in the other years boys participate more than girls. This does not contradict the interpretation given for

TABLE IV
NUMBER OF BOYS AND GIRLS IN THE
FOUR CLASSES IN HIGH SCHOOL FROM THE FIFTY-PERCENTILES OF THE PARTICIPATION DISTRIBUTION

	FIRST YEAR				SECOND YEAR				THIRD YEAR				FOURTH YEAR			
	Number		Percent		Number		Percent		Number		Percent		Number		Percent	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Below Time Median	24	18	73	58	9	17	33	51	5	7	25	33	9	10	45	62
Above Time Median	9	13	27	42	18	16	66	49	15	14	75	66	11	6	55	38
Total ...	33	31			27	33			20	21			20	16		

groups as a measure, but serves to emphasize the probable relation of sex development as an influence on participation. Our tentative conclusion and suggestion for future study would be that those group values found in extra-class activities are sought more by girls during the earlier high school period; but that boys in relatively increasing numbers for relatively greater amounts of time pursue the activities in the latter high school years.

We may now assemble our conclusions which deal with personal and biological factors in their relation to participation in voluntary high school groups.

1. We observe a direct relation between intelligence and participation. Evidence shows that greater amounts of participation are associated with higher intelligence, and vice versa.
2. The relation of age to participation is not clear from the data, but there is some evidence to suggest more participation on the part of younger students.
3. Sex appears to be significant in relation to participation,

especially in the first year of high school. The earlier maturation of girls corresponds with greater participation of girls in the first year of high school. The retarded maturation of boys corresponds with their low participation in the first years of high school life.

CHAPTER V

GROUP CHARACTERISTICS AND PARTICIPATION

PASSING from the consideration of personal traits, we shall now examine social conditions in their relation to participation. The conditioning which a person receives and his status are determined largely by his group relations. His family and neighborhood groups furnish his first definitions and interpretations of the world. The values and attitudes held by these intimate groups are assimilated by their members. One's place or status becomes defined in and among groups. In turn, the recognized place which one holds plus one's definition of situations are influences on further action or experience. Participation in school groups is very likely to be related both in the conditionings which persons have undergone and to their social status.

Nationality

Nationality as a trait of personality is a conditioning resulting from participation in a national group. Persons separated from their nation often segregate themselves for the purpose of seeking and acquiring their familiar values. Thus Italian, German, Jewish, and other nationality groups come to occupy specific areas where they may pursue their family, religious, and other values without interference. They are recognized as separate groups; and their members are marked with peculiar customs and attitudes. We naturally wonder whether the amount of participation in extra-class activities is influenced by nationality.

The importance of the question is quite obvious. The process of Americanization is simply that of acquiring new or different values. Peoples coming to America seek values more or less divergent from those sought by our national group. When they come to pursue those major and detailed values of their adopted country, they are Americanized. It is assumed that participation in extra-class life by a pupil of a particular nationality would indicate harmony of values; whereas a marked failure to par-

ticipate might indicate a divergence of values. In the latter case, readjustment of program might be necessary if Americanization were one objective of the activities.

In this study nationalities were listed separately when as many as six students were found to represent parents of the same nationality. A separate grouping was made of those representing an American father or mother married to some one of another nationality. Nine groups are as follows: 91, or 28.9%, American; 38, or 12.1%, American (mixed); 28, or 8.9%, German; 59, or 18.7%, Italian; 17, or 5.4%, Irish; 14, or 4.4%, Polish; 6, or 1.9%, Norwegian; and 6, Swiss. This leaves 55, or 17.8%, of many nationalities. Table V shows the distribution of membership in groups according to the nationalities which we have listed,

TABLE V

FREQUENCY DISTRIBUTION OF GROUP MEMBERSHIPS HELD BY STUDENTS OF EACH NATIONALITY

NATIONALITY	NUMBER OF GROUPS							
	0	1	2	3	4	5	6	7
American	3	11	19	18	13	11	13	3
American-mixed		4	8	10	2	5	4	5
Italians	2	18	19	15	5	1		1
German	3	7	5	5	1	2	4	1
Irish		3	2	6	2	1	2	1
Norwegian		2	2	1			1	
Swiss		2	1	1		1	1	
Polish	3	3	4	3	1			
All Others	3	6	12	13	10	5	4	2

and Figure 5 presents graphically the more significant points in connection with membership participation. This figure gives, in terms of number of cases, the ratio of the nationalities within the school to one another; and the ratio of persons within the nationality group who belong to more than three and to as few as three groups. Only 1, or 7.2%, of the Polish students and 6, or 10%, of the Italian students belong to more than three groups. On the other hand, 40, or 44.3%, of the American and 16, or 42.1%, of the American-mixed students hold more than three

memberships. We see the same striking contrast when it comes to time spent in school group activities. Figure 6 shows the percentage of each nationality who spent no time at all during

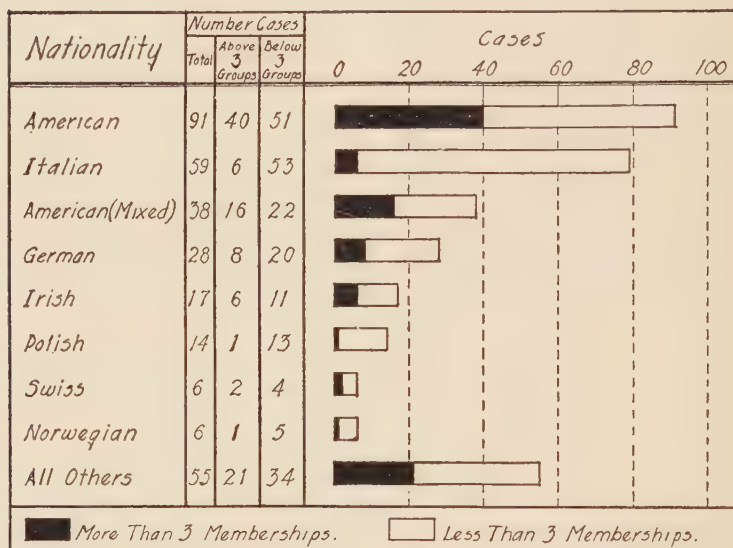


FIG. 5. The Number of Students of Each Nationality; and the Member-ship Participation of Each Nationality.

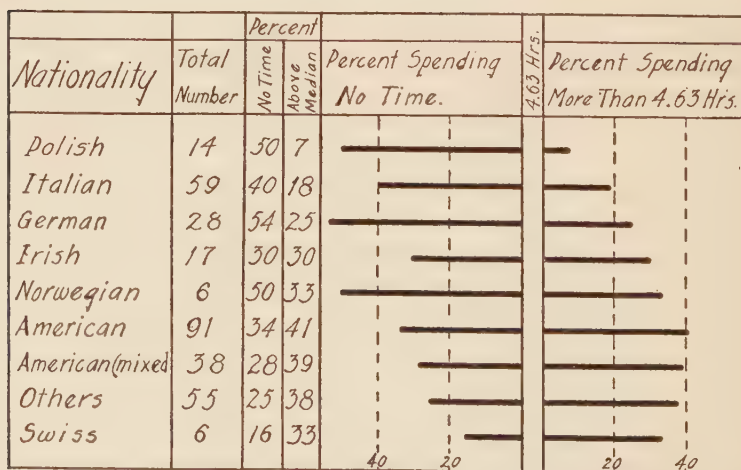


FIG. 6. Percentage of Students of Each Nationality Spending No Time and Above Median Time in Extra-Class Activities.

the period of record, as well as the percentage of those who spent above the median amount of time. Half of the 14 Polish students and 24, or 40.7%, of the Italian students spent no time at all in the voluntary school activities; 1, or 7.2%, of the former and 11, or 18.6%, of the latter were all from these nationalities who spent above the median amount of time. While it is true that 31, or 34.1%, of the American and 11, or 28.9%, of the American-mixed students spent no time in extra-class group relations, yet 38, or 41.1%, of the American and 15, or 39.5%, of the American-mixed students spent more than the median amount of time in the activities. The German group, also, is far less prominent in the activities than the American groups. Of the German group 15, or 53.6%, spent no time, but 7, or 25%, of this nationality spent more than the median amount of time in extra-class affairs.

We must conclude from these facts that Americans tend to participate more than any other nationality and that Italians and Polish students tend to participate very little. German students seem also to be relatively inactive. Irish students take a middle position between the extremes. Little can be said of the other nationalities in regard to participation on account of the few cases involved.

Occupation of Parent

Professor George S. Counts,¹ in his study of the *Selective Character of Secondary Education*, says that "occupation is the central fact in the lives of great masses of people. . . . In large measure it determines his place of residence, his associates during the working day, and his intimate acquaintances and friends of the leisure moments. If pursued for years, it will set its mark on his physical nature and will stamp his mind with its special pattern. It will determine to a considerable degree what he does, what he thinks, and his outlook on life. Increasingly, it seems, a man's occupation in this complex world determines his political affiliations." In other words, occupation is a crude index of social status, and Professor Counts found that secondary education was selective with reference to this index.

The question occurs: Are the extra-class activities selective on the basis of social status? High school students are a selected group, but are extra-class activities even more selective in character than is the institution within which they have developed?

¹ Counts, G. S., *The Selective Character of Secondary Education*, 1922, p. 21.

As in the case of nationality, the answer is significant. If the children of social and political leaders tend to be more active in extra-class school affairs than do children of other occupational classes, they are possibly learning to do better the things they will do anyway. If the other occupational classes in the community are not represented so generally by participants, their children are possibly missing something which they should have. If the latter be true, some sort of adjustment may be necessary.

Now the classification of occupations is not easy, and the application of a classification is even more difficult. Professor Counts, desiring a classification² which would lend itself to sociological investigation used 17 classes of occupations as a basis for his study. We regard his divisions as sufficiently discriminating for our study, and we will use them.³

Professor Snedden's matter-of-fact reference to the "white-collar worker" and the "dirty-collar worker" gives us two major groupings for the sub-groupings which we have accepted for our study. It is the former class which is most active in the social and political affairs. The various "social" and "booster" organizations of communities, such as aid societies, welfare societies, business clubs, civic clubs, and the well known standardized national socio-civic-economic clubs, are made up of the "white-collar workers." Bankers, lawyers, merchants, salesmen, clergymen, and others of the professional and business world are the active persons

² *Ibid.*, p. 22.

³ The classification used by Professor Counts is:

- I. *Proprietors*—Bankers, brokers, druggists, hotel owners, landlords, laundry owners, lumbermen, manufacturers, merchants, mine owners, shopkeepers, undertakers, etc.
- II. *Professional Service*—Actors, architects, authors, clergymen, dentists, engineers, journalists, lawyers, librarians, musicians, pharmacists, photographers, physical directors, physicians, social workers, teachers, etc.
- III. *Managerial Service*—Agents (express, etc.), contractors, foremen, managers, officials, inspectors, superintendents.
- IV. *Commercial Service*—Agents, buyers, realtors, clerks, commercial travelers, salesmen (in stores).
- V. *Clerical Service*—Accountants, bookkeepers, canvassers, cashiers, clerks (not in stores), collectors.
- VI. *Agricultural Service*—Dairymen, farmers, fruit growers, gardeners, nurserymen, stock raisers.
- VII. *Artisan-proprietors*—Bakers, barbers, blacksmiths, cabinetmakers, cleaners and dyers, cobblers, draftsmen, electricians, machinists, milliners, plumbers, printers, tanners.
- VIII. *Building and Related Trades*—Cabinetmakers, carpenters, electricians, glaziers, lathers, masons, plasterers, plumbers, sheet-metal workers, structural iron workers.
- IX. *Machine and Related Trades*—Anglesmiths, blacksmiths, coppersmiths, designers,

in social and civic affairs rather than the machinists, carpenters, cobblers, machine operatives, janitors, and common laborers. In general, it may be said that the latter occupational classes take very little part in social and civic affairs, and the former ones take a predominant part.

Do the children of the "white-collar class" participate in extra-class activities more than those of the "dirty-collar workers"? Do the children of the socially dominant groups tend to participate more than the children who represent the relatively inactive class? Restating the matter, are the extra-class activities of the school socially selective?

Table VI shows the distribution of participation as measured by both time and group memberships. From it we get Figure 7, which shows the percentage of each occupational class which spent no time in the activities and the percentage which spent more than the median amount of time during the period of record. It also shows the rank in participation by each class, the largest percentage above the median and the least percentage at zero constituting first rank in participation. From Table VI we also get Figure 8 which shows the percentage of each group which holds above three memberships and the percentage of each group which holds below three memberships. This figure also gives us an impression of ranking.

The printing trade, which is represented by only 10 cases, ranks highest in participation by both measures. Public service, represented by only 6 cases, comes second by the time measure and third by the membership measure. Managerial service, repre-

draftsmen, engineers (stationery), firemen (except locomotive and fire department), forgers, founders, machinists, mechanics, millwrights, molders, pattern-makers, tinsmiths, tool-makers.

X. *Printing Trades*—Bookbinders, compositors, electrotypers, engravers, linotypers, pressmen, printers, typesetters.

XI. *Miscellaneous Trades in Manufacturing and Mechanical Industries*—Bakers, bottlers, brewers, cigar makers, cobblers, coopers, corset cutters, dyers, glass-blowers, grinders, meat cutters, milliners, platers, shoe cutters, tailors, tanners, weavers and machine operatives.

XII. *Transportation Service*—Baggagemen, brakemen, chauffeurs, conductors, draymen, engineers, firemen, longshoremen, mail carriers, mariners, motormen, sailors, switchmen, yardmen.

XIII. *Public Service*—Detectives, firemen, guards, marines, marshals, policemen, sailors, soldiers, watchmen.

XIV. *Personal Service*—Barbers, chefs, cooks, doorkeepers, janitors, launderers, porters, sextons, waiters.

XV. Miners, lumberworkers, and fishermen,

XVI. Common labor.

XVII. Occupations unknown,

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sented by 15 cases, is third in rank by the time measure and second by the membership measure. This service is followed, using the time measure, by the two proprietor groups, and these are preceded by the professional group according to the membership scale.

We might dismiss the first and second in the above list because

TABLE VI
NUMBER OF STUDENTS REPRESENTING EACH OCCUPATIONAL CLASS FROM
DIVISIONS OF THE TIME AND MEMBERSHIP DISTRIBUTIONS
OF PARTICIPATION

OCCUPATIONAL CLASS	TIME PARTICIPATION						MEMBERSHIP PARTICIPATION								
	Number			Percent			Number of Memberships								
	Total Cases	Zero	Below Median	Above Median	Zero	Below Median	Above Median	1	2	3	4	5	6	7	8
Printing	10		3	7		30	70		2	1	2	3	2		
Public Service	6	1	1	4	17	17	66	1	1	1		3			
Managerial	15	2	5	8	13	33	53	1	3	5	1	1	4		
Proprietors	23	8	6	9	35	26	39	3	7	3	4	4	2		
Proprietors	31	9	8	14	29	26	45	4	6	9	2	5	4	1	
Machinists	36	11	11	14	30	30	40	6	7	8	7	1	4	3	
Commercial	32	12	8	12	37	25	37	5	9	7	1	2	3	5	
Prof. Service	19	4	10	5	22	52	26	3	3	7	2	1	1	1	1
Clerical	15	6	5	4	39	33	28	4	5	1	2	1	1	1	
Misc. Trades	32	15	9	8	47	28	25	11	7	8	1	2	3		
Labor	21	12	4	5	57	19	24	12	4	2	3				
Bldg. Trades	34	17	10	7	50	29	21	11	11	4	3	2	2	1	
Trans. Service	17	8	8	1	49	49	2	5	3	5	4				

there are relatively few cases. However, it is worthy of note that of the trades, the one appearing at the top rank in participation is a "white-collar" trade, and the public service group connotes activity in public or social affairs. The fact that students coming from managerial and professional service and proprietor groups are, taken together, considerably above the average in participation tends toward the conclusion that these activities are socially selective in character. This is further confirmed when

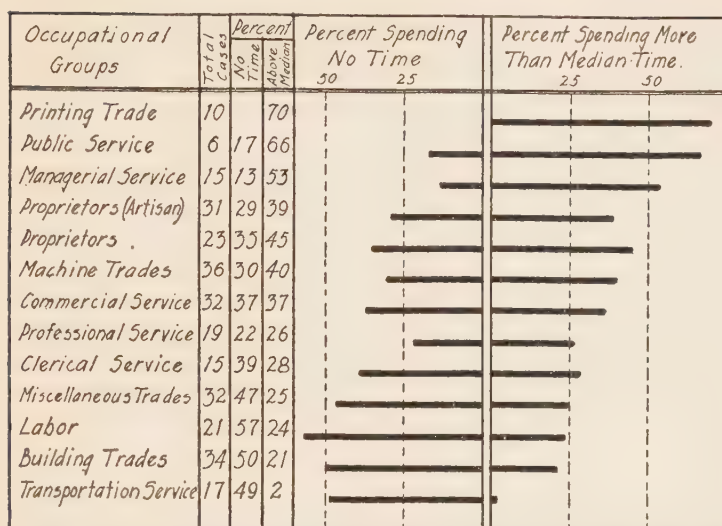


FIG. 7. Percentage of Students from Each Occupational Class Spending No Time and Above Mediantime in Extra-class Activities.

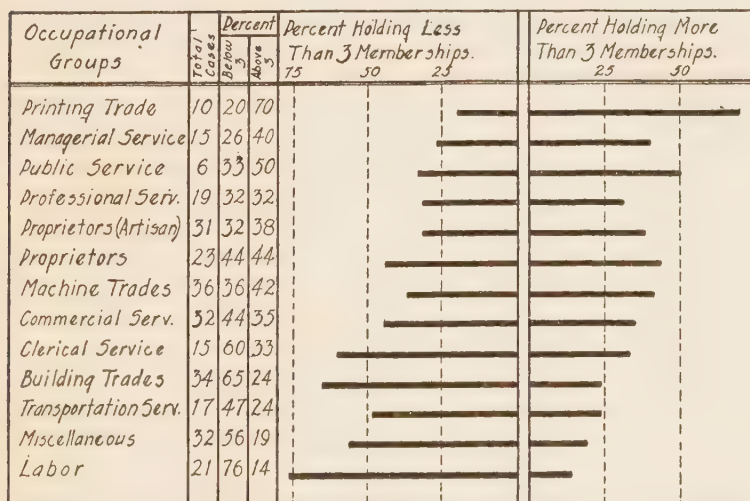


FIG. 8. Percentage of Students From Each Occupational Class Holding More than Three and Less than Three Memberships in Extra-class Activities.

we observe that representatives of the labor group (21 cases) measure the lowest in participation by percentage of memberships held and are third from the lowest in time spent. The trans-

portation service group (17 cases) are lowest in participation by the time measure and third from the lowest in participation by the membership measure. Students coming from the building-trade group (35 cases) are second from the lowest by the time measure and fourth from the lowest by the membership measure. Likewise, the representatives of miscellaneous trades (32 cases) occupy second from lowest rank by the group measure and fourth from lowest by the time measure. The machine trades and commercial and clerical service take mid-rank between the groups which we have named.

There is, then, rather decided evidence of the socially selective character of extra-class activities in this school.

Non-School Leisure Time Activities

Voluntary group activities are by no means confined to the school. The median amount of time spent in non-school leisure time activities was four hours greater for the period of record than the median amount spent in voluntary school group activities.

A partial list of the unorganized activities which are mentioned in the diaries of the students, as occupying leisure time comprises the following:

Embroidery	Carpentry
Snowballing	Auto riding
Walking with dog	Playing cards
Walking	Theatre
Skiing	Movie
Sleighing or coasting	Vaudeville
Music	Musical comedy
Piano	Drama
Violin	Football
Banjo	Dancing and dancing lessons
Trumpet	Visiting or calling on friends
Saxophone	Indoor games
Victrola	Mutual language aid
Radio	Pool
Reading	Billiards
Books	Bowling
Newspapers	Party
Magazines	Electrical experiment
Radio	Star study
Listening	Skating
Building	Taking care of pets

Besides these, participation in more than twenty organized groups is recorded. National organizations, such as Boy Scouts, Camp Fire Girls, and Girl Scouts, are included. There are some half dozen athletic clubs with such names as Robins, Sakols, Comets, and Arrows. There are many church clubs, such as Order of Sir Galahad, Luther League, Christian Endeavor, and Children of Mary. Special interest clubs like Radio Club and Sewing Circle appear in the diaries. Community Club, Community Glee Club, and Community Orchestra also claim a portion of time.

This list of non-school leisure time activities parallels to some degree the nature, number, and variety of the extra-curricular activities which are found in many schools.⁴ For our purposes the organized and unorganized non-school leisure time activities were not tabulated separately; but combined they give us a measure of non-school participation in community leisure-time activities. We wish to answer the question: How are voluntary participations in school groups and community activities related? Do students apportion their time between them so that much activity in one means much activity in the other and vice versa? Or is there a negative relation between the two?

Answers to these questions appear to be significant. We have just seen that voluntary school groups are socially selective in character. We may now be able to determine whether those who ranked low in participating in school activities were generally inactive, or whether they sought values offered through activities outside of the school. Should this latter be true, it would signify that students have about the same amount of leisure time to spend. An evaluation of community activities would then be needed as prerequisite to setting up a complementary or supplementary school program of activities.

When the hours spent in voluntary school group activities by 195 pupils are correlated with the hours spent in non-school leisure time activities the coefficient of correlation is $-.31 \pm .002$. We obtain a coefficient of $-.27 \pm .003$ between the non-school participation measure and the number of memberships held in voluntary school groups. Stated in terms of percentage in relation to medians in both measures, we have 30.4% of the cases spending above the median amount of time in school group activities and less than the median amount in non-school leisure time activities.

⁴ The Twenty-Fifth Yearbook, *op. cit.*, pp. 21-22.

Contrariwise, 30.4% of the cases spend more than the median time in non-school activities and less than the median time in extra-class school activities. There are 18.2% of the cases below the median in both measures and 21.2% above the median in both measures.

Although not conclusive, these results tend to establish the judgment that community leisure time activities are not conducive to participation in non-class activities of the school. We have mentioned the fact that non-school leisure time activities consume much more time than the voluntary group activities of the school; and it now appears that participation in these outside activities is inversely related to that in school groups. The amount of time available for leisure use is about the same. Persons seeking values through school group life can not have so much time left for community group life, and those who choose community activities cannot spend so much time in voluntary school groups.

Home Duties and Work for Wages

The median amount of time spent in performing duties about the home was nearly the same as that for extra-class activities. Minding the baby, ironing and pressing, running errands, working on car, washing dishes, making beds, preparing meals, firing the furnace, and shoveling snow were among the home duties which consumed the time of many students. Working outside the home was recorded by a few students. Wages were earned by working in grocery store, pool room, movie house, furniture store, and bakery. Some students tended a furnace or shoveled snow for wages.

The correlation between hours consumed in doing various tasks about the home and participating in extra-class activities at school is indicated by a coefficient of $-.33 \pm .002$. Stated another way, we have 31.2% of the cases above the median participation time and below the median time given to home duties. And 31.8% are below the median in participation time and above that for home services. Only 15.3% of the cases are above the median in both uses of time, and 21.8% are below the median in both. There is then a negative relation between both uses of time in 62.9% of the cases.

However, when we use memberships as a measure of participation, we get a much lower correlation with time used in home

work. The relationship is still negative, but the coefficient is only $-.11 \pm .002$. We are inclined to account for this difference by reference to our former discussion of membership and time consumption as measures of participation. We assumed that membership indicated desire for values offered by the group or harmony of attitude, whereas time spent was a measure of actual acquirement of the values. We cannot here establish our hypothesis, but we believe that the relatively high negative correlation between the two time measures, and the relatively low correlation between the time measures for home service and the membership measure for participation, indicate that home duties conflict with extra-class activities for use of available time; but that there is not so much conflict in attitude involved. It is our contention that the time and group measures are measuring slightly different things. Group membership indicates harmony of attitude or seeking of similar values, whereas time consumed indicates harmony of attitude plus effort and ability to secure values. Thus, students who have to work at home or for wages may desire values offered through group membership and may signify this by joining groups. Their having to work limits their actual effort to secure values and makes the negative relation much greater. It seems fair to conclude that membership measures harmony of attitude, whereas time spending measures harmony of attitude plus effort and ability to acquire values. Factors which limit one may not limit the other. A person may seek values by joining an organization, but factors may condition or limit his actual pursuit of the values. A difference in results after using the two participation measures is a difference in the effort to acquire values.

Even so, the relationship between the performance of home duties and either measure of participation is negative, and we are justified in concluding that home duties limit participation in extra-class activities. Or, conversely, pupils who take part in extra-class activities do not devote so much time to tasks about their homes.

During the period in which the diary was kept thirty students spent as much as three hours each in working for wages. The median time spent in work was 15 hours. The greatest amount of time devoted to labor by any one person was 30 hours. Half of the thirty workers spent no time in extra-class activities and 30% more spent less than the median time for the entire group. Half of them belonged to fewer than three groups and 10% more

belonged to no groups at all. Only 16% belonged to more than three groups and only 20% spend more than the median time.

It would have been surprising if the results had been other than these. For, going to school and working about two and a half hours a day makes it next to impossible to participate in extra-class activities. Only one student out of the thirty was above the median in both participation measures and labor time besides. And only three others worked more than the median amount of time and were above the median for one measure of participation. Thus students who work for wages generally participate in the extra-class activities very little or not at all.

School Experience

Participation increases with added school experience. In the section dealing with sex as an influence on participation it was seen that with added years in school a greater percentage of both boys and girls take part in extra-class activities. Reference may be made to this section (see p. 33) for evidence on the point.

Contrasting Extremes in Participation

The data show that 89 students belonged to fewer than three voluntary school groups and spent no time in the activities of these groups during the period of record. On the other hand, 70 students belonged to more than three groups and spent more than the median amount of time in extra-class activities. For purposes of checking and summarizing the factors which condition participation it was deemed advisable to compare these two classifications or extremes with reference to all the postulated factors. We shall refer to them as the low participation class and the high participation class.

Quarter divisions⁵ were determined for practically all traits measured. Comparisons of low and high participation classes were then made in terms of percentages of each class found within quarters.⁶ Since many of the factors are measured in terms of time recorded in diaries, and since some registered zero in these terms, a zero division had to be made in addition to the quarter divisions. Some factors were considered in this comparison which have not been referred to before.

⁵ For quarter divisions the total distribution above zero is divided at points Q_1 , Median, and Q_3 .

⁶ The lowest quarter is numbered I in all these data.

Intelligence. The extremes shown in Table VII bring out rather sharply the relation of intelligence to participation. The low participation class has 27.8% of its number in the lowest quarter in respect to intelligence in contrast to 7.3% of the high participation group. In the highest quarter the low classification has 16.7% of its number to contrast with 43.6% of the high classification. These differences are pictured in Figure 9. We believe this comparison lends weight to the conclusion already stated that intel-

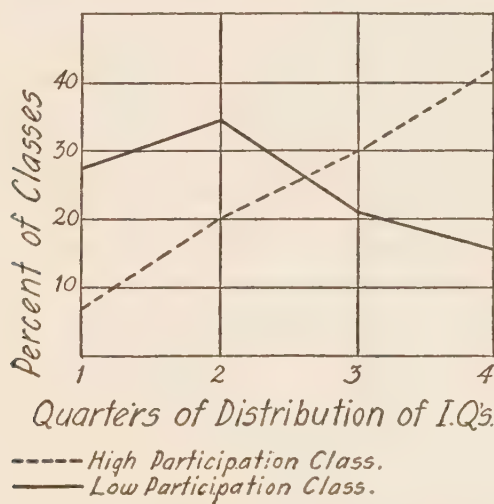


FIG. 9. Percentage of High and Low Participation Classes in Quarter Divisions of Intelligence Distribution.

TABLE VII

NUMBER OF STUDENTS IN HIGH AND LOW PARTICIPATION CLASSES FROM EACH QUARTER OF THE I. Q. DISTRIBUTION

QUARTER	NUMBER IN PARTICIPATION CLASS		PERCENT IN PARTICIPATION CLASS	
	Low	High	Low	High
I	20	5	27.8	7.3
II	25	15	34.7	20.0
III	15	14	20.8	29.1
IV	12	34	16.7	43.6

ligence is a major factor influencing participation in voluntary school group activities.

Sex. The high participation class is made up of 35 boys and 36 girls; but of those whose participation is lowest 59, or 66%, are boys, and 30, or 34%, are girls. This comparison appears graphically in Figure 10. We must be reminded that the lowest in participation come, for the most part, from the freshman class. Of 89 who take the least part in school activities, 63 are freshmen. The 71 cases whose participation is highest are well distributed so far as year in high school is concerned; for 13 are freshmen, 12 are seniors, and the rest are about equally divided between sophomores and juniors. When we recall the retarded sex maturation of freshmen boys as compared with girls, a relation is suggested by the parallel retardation in participation. We are inclined to the conclusion that the differential in sex maturity influences or conditions participation.

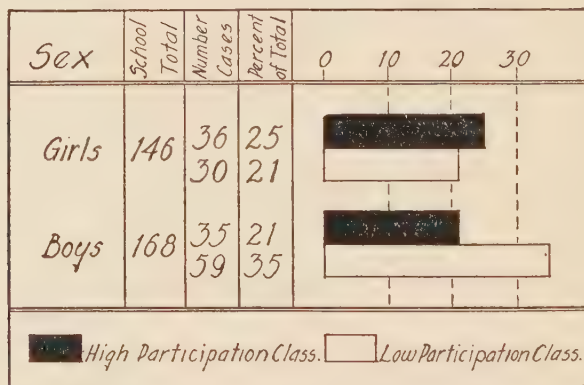


FIG. 10. Percent of Total Number of Boys and Girls in High and Low Participation Classes.

Nationality. Comparison of the extremes in participation with reference to nationality brings out nothing new. Neither does it give any bolder relief to the facts. A comparatively large percentage of the Italian, Polish, and German students belong to the low participation extreme and a high percentage of the Americans are found among those who participate most. Figure 11 displays the nationality content of the two groupings. It is evident that nationality is an influence on participation in this school.

Social Status. Occupation of parent was taken as an index of

social status. In this connection it was found that the social backgrounds connoted by proprietorial, professional, and managerial services are more frequently represented in the high participation division; while those which are denoted by transportation services, miscellaneous trades, and common labor are more frequently repre-

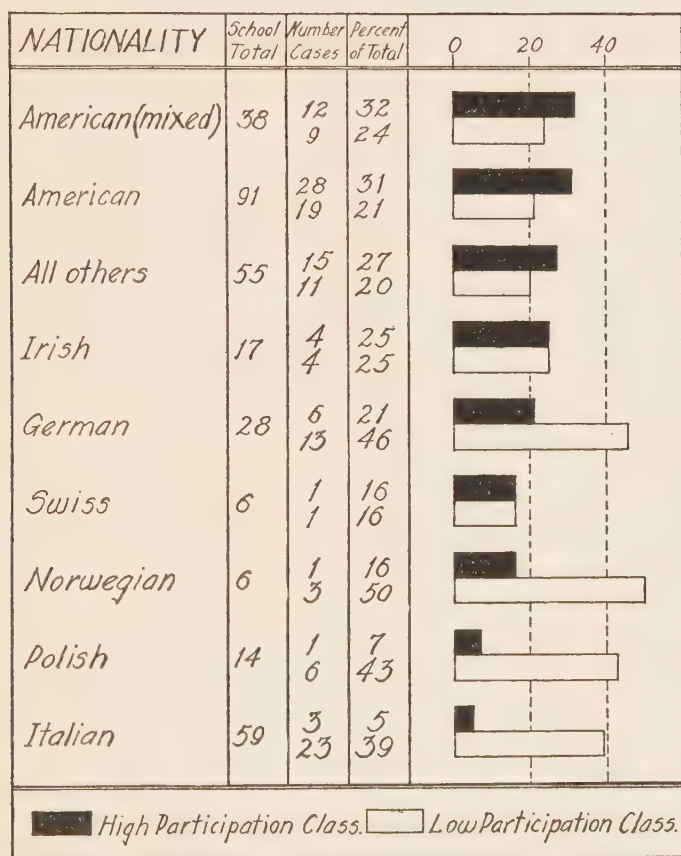


FIG. 11. Percentage of Each Nationality in High and Low Participation Classes.

sented in the lowest participation class. Commercial and clerical services and machine and printing trades are about equally represented in the two classifications. A large percentage of students whose parents are engaged in the building trades are found in the low participation group. Figure 12 pictures the differential in

participation which is associated with social status. This is in harmony with our previous conclusion that the representatives of the more socially active groups in a community participate more than those coming from the least socially active groups.

Occupational Groups	School Total	Participation Class		Low Participation Class		High Participation Class		
		Number	Percent					
		Low	High	Low	High	40	20	20	40
Printing Trade	10	0	4	40				
Managerial Service	15	1	6	7	40			
Professional Service	19	2	4	10	20			
Proprietors (Artisan)	31	8	10	26	32			
Proprietors	23	6	7	26	30			
Machine Trades	36	10	11	28	30			
Commercial Service	32	10	8	31	25			
Clerical Service	15	5	3	33	20			
Building Trades	34	14	8	41	23			
Labor	21	10	3	48	14			
Miscellaneous Trades	32	12	2	39	6			
Transportation Service	17	5	1	29	6			

FIG. 12. Percentage of Each Occupational Group in High and Low Participation Classes.

Non-School Leisure Time Activities. Figure 13 graphically emphasizes the fact that those who are most active in extra-class groups are least prominent in non-school leisure time pursuits. And those most active in community group life are least conspicuous for their extra-class school activity. Of the low participation class, 4.5% are in the lowest quarter and 55% in the highest quarter of the non-school leisure time distribution. But 37% of the high participation class are in the lowest quarter and 17.1% are in the highest quarter of this distribution.

Although they comprise a subdivision, musical and reading activities were not tabulated with leisure time activities. They are so nearly like some of the extra-class activities as to merit a separate tabulation and are not postulated as major factors influencing participation. We may get a suggestion of value by comparing the high and low participation divisions as to the amount of time given non-school reading and music. The percentage which gave no time at all is noteworthy in this comparison,

TABLE VIII

NUMBER OF STUDENTS IN HIGH AND LOW PARTICIPATION CLASSES FROM EACH QUARTER OF THE DISTRIBUTION OF NON-SCHOOL LEISURE TIME

DIVISION OF DISTRIBUTION	NON-SCHOOL LEISURE TIME DISTRIBUTION (NOT INCLUDING MUSIC AND READING)				DISTRIBUTION OF NON-SCHOOL READING AND MUSICAL ACTIVITIES			
	Participation Classes				Participation Classes			
	Number		Per Cent		Number		Per Cent	
	Low	High	Low	High	Low	High	Low	High
Zero	1	8	....	....	8	16	9.0	23
1st Quarter	4	26	4.5	37.0	20	19	22.5	27
2nd Quarter	18	15	20.0	21.4	1	14	23.5	20
3rd Quarter	17	15	19.0	21.4	14	7	15.7	10
4th Quarter	49	12	55.0	17.0	26	14	29.0	20

as Table VIII will show. The fact that 45% of the low participation class consume more than the median amount of time in non-school music and reading suggests that non-participants in voluntary school groups may be getting their satisfactions and

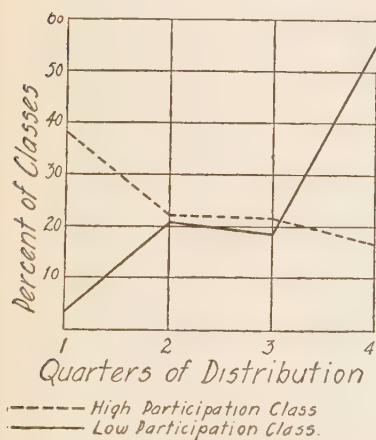


FIG. 13. Percentage of High and Low Participation Classes in Quarter Divisions of Non-School Leisure Time Distribution.

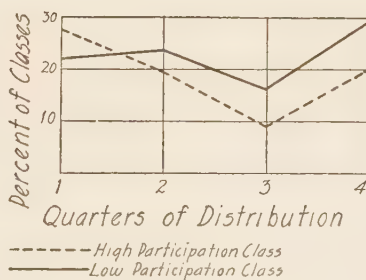


FIG. 14. Percentage of High and Low Participation Classes in Quarter Divisions of Distribution of Non-School Musical and Reading Activity.

values elsewhere. This view is reinforced when we observe that 23% of the high participation group record no time for these interests, and 70% of them are below the median.

Home Duties. We have previously pointed out that performance of home duties appears to be inversely related to participation in extra-class affairs. Comparison of the upper and lower levels of participation confirms, but adds little emphasis, to the results already obtained. It will be seen from Table IX that 41% of those who take least part in extra-class activities work at home more than the median time for the whole group. Of the high participation class we find only 21% above this median—a difference of 20% between the two classes. The contrast by quarters is presented graphically in Figure 15.

TABLE IX
NUMBER OF STUDENTS IN HIGH AND LOW PARTICIPATION CLASSES FROM EACH
QUARTER OF THE DISTRIBUTION OF TIME GIVEN TO PER-
FORMANCE OF HOME DUTIES

QUARTER DIVISIONS	NUMBER IN PARTICIPATION CLASS		PERCENT IN PARTICIPATION CLASS	
	Low	High	Low	High
Zero	11	10	12.3	14.3
I	21	24	23.5	34.3
II	20	21	22.5	30.0
III	17	10	19.1	14.3
IV	20	5	22.5	7.1

We cannot conclude from this or from our former discussion that extra-class school activities interfere with the performance of home duties. Neither can we conclude that those who render much home service would participate more in voluntary school group activities if such service were not necessary. It is probable that the school activities simply provide interests for those who have little to do at home. The social status of the most active participants would point to home situations in which children have little to do, and by the same sign, the persons who participate least would have a good deal to do.

Study of Lessons. Thus far we have given no attention to the study of lessons in relation to activity in extra-class life. Prepa-

ration of lessons is a phase of work done at home. While we are considering performance of home duties, we might go a step further and include the matter of lesson study. It will be seen from Table X that the low participation class consumes more

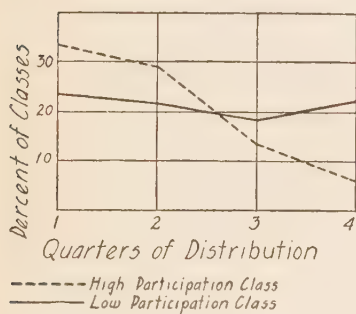


FIG. 15. Percentage of High and Low Participation Classes in the Quarter Divisions of the Distribution of Time Given to Home Duties.

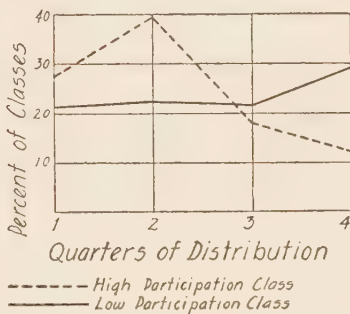


FIG. 16. Percentage of High and Low Participation Classes in the Quarter Divisions of the Distribution of Time Consumed in the Study of Lessons.

time in study than does the upper classification. Half of the former and 30% of the latter are found above the median for time consumption. The relationship is similar to that existing between home service and participation. Figure 16 shows the comparison of the upper and lower participation groupings with regard to time given to lesson preparation.

TABLE X

NUMBER OF STUDENTS IN LOW AND HIGH PARTICIPATION CLASSES FROM EACH DIVISION OF THE DISTRIBUTION OF TIME CONSUMED IN STUDY OF LESSONS

DIVISIONS OF DISTRIBUTION	NUMBER IN PARTICIPATION CLASS		PERCENT IN PARTICIPATION CLASS	
	Low	High	Low	High
O	5	2	5.6	2.9
I	19	19	21.3	27.1
II	20	28	22.5	40.0
III	19	12	21.3	17.1
IV	26	9	29.2	12.9

School Marks. Some attention must now be given to school marks, or measures of success, in relation to participation. We have just observed that persons devoting the least time to activities are spending more time in the preparation of lessons. If they are also receiving the highest marks we might conclude that participation in extra-class life is at the expense of success in class. The school's marking scale runs from 1, the highest, to 5, the lowest; and Table XI shows how the two participation groupings compare in regard to semester marks obtained. It is clear that, in spite of spending more time in study, the low participation class generally receives poorer marks than those who study less but are most active in extra-class life. This would suggest that some students may participate little on account of their having to study. We are probably doing nothing more than restating the relation of intelligence to activity in extra-class groups. At the same time, emphasis is given to the selective character of such activity.

TABLE XI
NUMBER OF STUDENTS IN HIGH AND LOW PARTICIPATION CLASSES DIVIDED AS
TO SEMESTER MARKS

SEMESTER MARKS	NUMBER IN PARTICIPATION CLASSES		PERCENT IN PARTICIPATION CLASSES	
	Low	High	Low	High
1	4	9	4.5	13.0
2	14	24	15.4	34.8
3	48	30	54.5	43.5
4	17	4	19.3	5.8
5	5	2	5.9	2.9

Experience in School. Finally, the persons who compose our extreme participation classifications differ in experience or year in high school. Starting with 70% in the first year a smaller and smaller percentage of the least active students is found as we advance from the first through the fourth year. Such a direct relation is not found in the case of highest participation, since the largest percentage of this level comes from the sophomore class. Data in Table XII gives warrant, in general, for stating that more participation occurs with advance of experience from year to year in high school.

TABLE XII

NUMBER OF STUDENTS IN HIGH AND LOW PARTICIPATION CLASSES FROM EACH
YEAR IN HIGH SCHOOL

YEAR IN HIGH SCHOOL	NUMBER IN PARTICIPATION CLASSES		PERCENT IN PARTICIPATION CLASSES	
	Low	High	Low	High
1	63	13	70.7	18.3
2	19	25	21.3	35.2
3	3	21	3.1	29.5
4	4	12	4.5	17.0

This section tends to link higher amounts of participation with higher intelligence, advancing sex maturity, higher social status, greater school success, American nationality, less time consumption in home service, work for wages, study of lessons, and community group activities. Conversely, lower amounts of participation seem to be associated with lower intelligence, retarded sex maturation, lower social status, Polish and Italian nationality, less success in school, more time consumption in home service, work for wages, study of lessons, and community group activities.

CHAPTER VI

PARTICIPATION IN SPECIFIC ACTIVITIES

UP to this point we have been considering certain traits in their relation to the students' general participation. We assumed at the outset that groups are formed for the purpose of acquiring related values. We assumed that the several voluntary school groups, though different, offer values which are similar in wish-satisfying quality; otherwise we could have no general participation nor major factors conditioning it. We are aware that publishing a school magazine is different from playing basketball, and playing in an orchestra differs from either. It would be possible to list the objective differences. However, similar wishes are satisfied in all three. Each of them affords opportunity for students to experience something new, to achieve a feeling of security through accomplishment, to win group approval, and to make friends.

Since the objective nature of each activity differs, it is possible that the major factors which we have been investigating are variously related to particular participations. For instance, it may be that intelligence is not so significant in relation to one kind of activity as it is to another. We shall now consider the traits examined in connection with general participation and try to determine the relation of each to activity in particular extra-class groups. Much of the data for this section has been brought together in one table, Table XIII. Reference may be made to it in connection with each division of the chapter.

Publications

The students of Cliffside High School publish a magazine called the *Flambeau*. Thirty-one students stated that they were contributors. It is probable that many others make an occasional contribution. Of the thirty-one who contributed frequently enough to mention their connection, seven were on the staff of the magazine. Fourteen are boys and seventeen are girls. Five, seven,

nine, and eleven from the first, second, third, and fourth year classes respectively make up the group. The average age is the

TABLE XIII

NUMBER OF STUDENTS IN EACH VOLUNTARY SCHOOL GROUP FROM THE QUARTER DIVISIONS OF DISTRIBUTIONS OF INTELLIGENCE AND TIME PARTICIPATIONS

NAME OF GROUP	QUARTER OF DISTRIBUTION	NON-SCHOOL GROUP TIME		NON-SCHOOL MUSIC AND READING		TIME SPENT HOME DUTIES		TIME STUDYING LESSONS		INTELLIGENCE	
		No.	%	No.	%	No.	%	No.	%	No.	%
Flambeau Contributors	I	7	22.6	16	51.9	12	38.7	6	19.4	2	8.5
	II	7	22.6	5	16.1	6	19.3	11	35.4	7	29.1
	III	11	35.4	6	19.3	4	12.9	7	22.6	5	20.8
	IV	6	19.4	4	12.9	9	29.2	7	22.6	10	41.6
Orchestra	I	6	40.2	3	20.0	5	33.3	6	40.2	1	7.7
	II	3	20.0	2	13.4	4	26.4	6	40.2	3	23.1
	III	4	26.4	2	13.4*	2	13.4	1	6.7	5	38.4
	IV	2	13.4	4	26.4	0		1	6.7	4	30.8
Boys' Glee Club	I	4	33.3	2	16.7	4	33.3	4	33.3	0	
	II	0		3	25.0	2	16.7	5	41.5	3	37.5
	III	4	33.3	2	16.7	2	16.7	1	8.3	1	12.0
	IV	4	33.3	2	16.7	0		1	8.3	4	50.0
Girls' Glee Club	I	16	50.0	8	25.0	10	31.3	4	12.5	2	8.5
	II	10	31.0	8	25.0	10	31.3	12	37.5	5	20.8
	III	4	12.5	5	15.6	5	15.6	6	18.7	9	37.9
	IV	2	6.2	8	25.0	6	18.7	8	25.0	8	33.3
Players	I	11	52.4	4	19.0	3	14.3	3	14.3	3	19.3
	II	3	14.3	2	9.5	6	28.6	5	23.8	1	6.7
	III	5	23.8	4	19.0	3	14.3	5	23.8	4	25.0
	IV	2	9.5	5	23.8	7	33.3	8	38.1	8	50.0
Class Basket Ball Teams	I	13	22.0	16	27.1	12	20.0	17	28.8	10	23.8
	II	11	18.6	15	25.4	15	25.0	23	38.9	13	30.9
	III	12	20.0	3	5.0	12	20.0	9	15.2	9	21.4
	IV	20	33.9	13	22.0	9	15.2	7	13.2	10	23.4
Basket Ball Squads	I	6	15.0	6	15.0	13	32.5	15	37.5	12	35.3
	II	4	10.0	8	20.0	10	25.0	12	30.0	10	29.4
	III	10	25.0	4	10.0	9	22.5	6	15.0	8	23.5
	IV	20	50.0	12	30.0	3	7.5	4	10.0	4	11.7

* When the total percentage does not equal 100 the remaining percent of the group spent no time in the activity in question.

same as that for the classes. Occupations of parents, which we have assumed to indicate social status, are represented as follows: proprietors, 7; professional, 3; managers, 1; commercial service, 7; miscellaneous trades, 2; transportation service, 2; building trades, 1; and mechanical trades, 3. Common labor, clerical service, printing trades, public service, and personal service are not represented at all. As for nationalities, 13 are American, 4 are German, 3 are Italian, 3 are Irish, and the others are distributed among a variety of nationalities. Sixty-three percent of the group are above median intelligence for the school, and 42.6% are from the fourth quarter of the distribution for this trait. Fifty-four percent of the *Flambeau* contributors spent more than 8.7 hours, the median amount of time, in community activities. Over three-fourths belong to more than three extra-class school groups, and 30% belong to as many as seven groups. Their general activity is further shown by the fact that 54% of their number spent more than 4.63 hours, the median number, in voluntary school group relations.

We can point to no trait which seems distinctly associated with this activity. The students participate so generally that no marginal or divergent factor appears in connection with this particular interest. The greater number may be found within the high participation class which we used in contrast to the low participation class. Being a segment of this classification, we find the students to be selected in respect to intelligence, nationality, social status, and other factors mentioned before. However, this selection may be qualified by observing that there is about the same number of boys and girls.

Glee Clubs

Twelve boys claim membership in the Boys' Glee Club and thirty-two girls belong to the Girls' Glee Club. In these we find the same situation as that discovered in connection with publications. The members of the glee clubs belong to many other school groups; 93% of the girls and 83% of the boys being members of more than three each. The fact is, 47% of the girls in the Glee Club belong to as many as five additional school groups. The members of both clubs not only hold memberships but three-fourths of the clubs spend more than the median amount of time in school group affairs. Selectivity is again evidenced by the fact that 62% of the boys and 70% of the girls are above the

intelligence median of the school. The social selectivity which we have seen in the activities in general appears here also. Those occupational groups which are most active in public affairs are represented by 53% of the girls and 50% of the boys. However, 25% of the girls and 16% of the boys come from the occupational groups which are probably least active in public affairs. Americans are more numerous than any other nationality since they number 60% of the girls and 41% of the boys. It is a notable fact that the girls are quite inactive in non-school leisure time pursuits, for 81% of their number devote less than the median time to them.

The glee clubs, then, are among the several activities which claim the time and interest of students. The type of data available and the techniques which we have used reveal no special influence or unique relation with participation in this activity.

Orchestra

Fifteen members of the high school orchestra gave full reports. Only three of these belonged to fewer than five extra-class groups, and only two spent less than the median amount of time in such group activity. Social selectivity is not so pronounced, as there are not more than two representatives of any given occupational group. Labor and miscellaneous trades are represented by one each, while mechanical and building trades are represented by two each. The proprietors are represented by two, as are also the professions. Apparently the orchestra is not selective as to social status. So few cases are involved that nothing conclusive can be stated on this point. Otherwise, the same traits are associated with participation in the orchestra as with the types we have examined. This is seen from the fact that 69% of the orchestra are above the intelligence median for the school; 87% study less than the median amount of time; 86% do less than the median amount of home duties; and 60% participate less than the median time for non-school leisure time activities.

We are forced to conclude that the members of the orchestra participate quite generally in activities and that no marked relation can be found between this and any other factor.

Basketball

We now turn to a physical activity—basketball. The musical and literary activities of the glee clubs, orchestra, and school

publications are in contrast to the primarily physical activities of athletic organizations.

It is reasonable to suppose that the latter activities would be similarly selective, if selective at all. In athletic activity the chief values sought are physical development, demonstrative group approval, and the school monogram. We could hope to get some divergence in factors influencing participation in the two contrasted types of endeavor. Fifty-nine persons claim membership on class and varsity teams and forty others state that they belong to basketball squads. Twenty-five of the team members are girls and thirty-four are boys. Only six girls say that they are on basketball squads while thirty-four boys have this relation to the sport.

In trying to discover factors relating to participation in other activities, we found our task difficult because of the overlapping of membership. We could find little divergence in correlates because the participants were active in so many of the same affairs. One of the first things we notice about the participants in basketball is that they are more nearly confined to the one activity. And the members of squads are confined even more. Only 20% of those who hold memberships in squads are members of as many as three other groups. Yet 52% of those on teams and 81% of those in the musical and literary activities hold four or more memberships.

For purposes of comparison with a physical activity we shall combine the glee clubs, orchestra, and publication groups. We have already noted that they are relatively small groups and that their membership overlaps. We may now compare them with the combined teams, and both of these with the squads. We are quite aware that we are really approaching what we have already done from a new angle. We see that the squads participate little, the teams more, and the combined groups much; but we may be able to state something of the relative potency of the factors as they concern basketball.

One of our first considerations has been the comparison of intelligence. In Figure 17 we see this trait compared for the three classifications by quarters. We observe that the bars symbolizing the upper and lower quarters look like upright and inverted steps. In the lower quarter of the distribution of intelligence measures are found 35.3% of the squad members, 23.8%

of the team members, and 7.2% of the combined groups. The rank by percentages is reversed when we come to the upper quarter of the same distribution. Here we have 37.7% of the combined groups, 23.8% of the team members, and 11.7% of the squad members. The significant thing for us is that basketball does not appear so selective as the musical and literary activities with reference to the matter of intelligence.

Athletic activities have been called social catalyzers because they promote interaction without regard to social status. We have

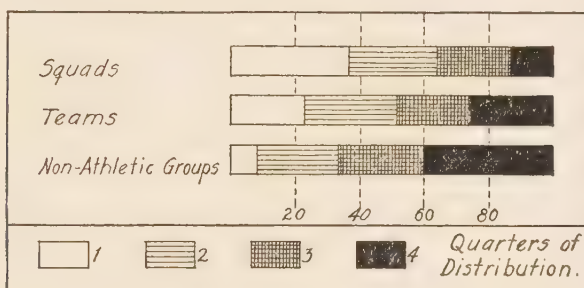


FIG. 17. Percentage of Squads, Teams, and Non-Athletic Groups from Each Quarter of the Total Intelligence Distribution.

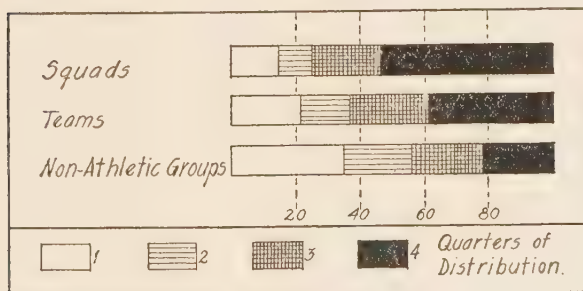


FIG. 18. Percentage of Squads, Teams, and Non-Athletic Groups from Each Quarter of the Total Non-School Leisure Time Distribution.

found some evidence that social status is related to participation in voluntary group activities. It has appeared in connection with the groups examined that the activities are selective both as to nationality and as to occupational group association. This is not unreasonable, for it might be due to the existence of social distance

between occupational or national groups, or it might be the result of a divergence of valuations without feeling of distance. At any rate we wish to know whether athletic activities are so selective in character as the other groups we have examined.

We observed that students from certain nationalities were relatively inactive so far as general participation was concerned. The Italian and Polish students were among these, and were, in fact, the lowest in participation. In basketball 20% of the membership of teams and squads is made up of Italians, and 6.78% are Polish students. This is in contrast to the non-athletic grouping, which has an Italian membership of 7.7%, and a Polish membership of 1%. Such evidence justifies the conclusion that, with reference to nationality, basketball is not so selective as the other activities we have examined.

We have previously shown that participants in extra-class school activities tend to come from certain occupational groups of the community more than from others. We found that of students representing proprietorial, managerial, and professional classes in the community, a considerably larger percentage are participants than those representing building and miscellaneous trades, transportation service, and common labor classes of the community. We found that clerical and commercial services and machine trades are represented by percentages midway between the proprietor and labor extremes. Upon these data and the assumption that occupation is an index of social status we concluded that voluntary group activities are somewhat selective on the basis of social status.

Returning now to our comparison of basketball with the musical and literary groups we find approximately 10% less from the proprietor-manager-professional classes and 10% more from the trade-labor classes in basketball than in the non-athletic activities. We find that 24.5% of the teams and 37.3% of the musical-literary classification come from the professional and business class; whereas 34.5% of the teams and 22.5% of the musical-literary groups come from the four trade and labor services we have named. The contrast is a little more striking if we lump all business and professional services and balance the percentage of representation from these against that of all trades (with the omission of printing) and labor. From the "white collar" classes are drawn 41.8% of the team members and 56.8% of the musical-literary combination. If we deduct the fifteen persons from the

teams who are also in either glee club, orchestra, or publication activity, we have left only 11, or 20%, of the team members who come from the business-professional classification. This deduction still leaves 24, or 52.7%, team members who come from the labor-trade classification.

It is evident that basketball is less socially selective than the other activities, and the hypothesis is suggested that athletic activities in general are less selective.

From a study of the basketball groups in contrast to others, we see again the inverse relation of school and non-school leisure time activity. Figure 18 shows how participants in musical-literary and physical activities compare as to non-school leisure time consumption.

It will be observed that 50% of the squad members appear in the upper quarter of the non-school leisure time distribution. In the same quarter we find only 33% of the team members and 15% of the non-athletic class. The progression is reversed for these groupings in the lowest quarter. Here are found 15% of the squad members, 22% of the team members, and 36.7% of the combined groups.

If we assume that leisure interests of the community and voluntary school group interests are practically in competition for the time of students, then we may say that basketball participants divide their time about equally between school and community activities. It is a fair inference that many find the values they seek more readily in basketball or athletics than in any other school offering. Other values are obtained from activities and through groups existing outside the school but within the community.

Basketball, then, is less selective on the basis of intelligence and social status, and is a school activity which appeals to those who devote the majority of their leisure time to activities in the community at large.

Dramatics

Participation in dramatics like participation in music is difficult to treat by itself. Of twenty-one students who are active in this direction, thirteen belong to more than three groups and only three belong to less than that number. All spent some time in activities, and fifteen spend more than the median amount of time for all activities. The factor of intelligence is decisive here as

75% of the students are above the median in the distribution of this trait.

There is, however, less evidence of selectivity on the basis of nationality and social status. The ratio of Americans to Italians has been found to be more than double in other activities, while in dramatics five Americans and four Italians appear on the roster. The business and professional classes and labor-trade classes which we have been using to contrast social status are represented respectively by eight and five members. So few cases are involved that we cannot safely draw a conclusion as to the socially selective character of these activities.

To conclude this section, we repeat that two conditions make it difficult for us to determine correlates with participations in particular activities. The first condition is that students who are really active members of groups are members of many groups so that correlates that are found are general correlates. The second condition is that we know of no reliable technique for determining partial correlations when the data are not fine measures of the variables in question. Our general conclusion is that the more intelligent and socially select students in this small school tend to participate in nearly all the activities which are offered. But our study of particular participations makes it necessary to qualify this to some degree. The orchestra, dramatics, and basketball are not as selective as other activities so far as nationality and social status are concerned. And basketball is less selective as to intelligence than any other activity. Participants in school basketball take part in more community activities than do students who are occupied in the musical-literary activities of the school.

CHAPTER VII

CONCLUSIONS AND INTERPRETATIONS

WE PRESENTED evidence at the beginning of this study to show that educators regard the control of participation in voluntary school group activities as a major problem. It was then pointed out that control is predicated upon knowledge of conditioning or influencing factors. So far as we are aware, no specific attempt has been made to ascertain the factors which influence participation in extra-class activities. Our study is offered, then, as a first venture—an exploratory undertaking. It opens up the field, defining participation in objective terms. Crude measures are tried and their refinement suggested. Techniques for use in gathering participation data in a particular school are used, and these may be adapted for use in other situations. Hypotheses for similar or more particularized investigations are stated. Specific facts with reference to one school are here discovered and may be a basis for adjusting its extra-curricular offerings.

Opening Up the Field

1. This study calls attention to the fact that point systems and other similar attempts to regulate participation are unscientific because they are not predicated upon diagnostic study.

2. Defining participation in terms of pursuit of group values gives a clue to objective and detailed study of group activities.

3. Some of the more obvious hypotheses relating to factors conditioning participation are tested in one situation.

Measuring Participation

1. Membership has often been assumed as a measure of participation. The same may be said of time consumption, except that educators have probably used this measure less. Our study shows that the two measures, though highly correlated, do not give the same picture, and probably do not measure the same things. The inverse relation between time spent in home duties and these

measures may illustrate the point. When time spent in home duties is correlated with time spent in voluntary school groups the coefficient of correlation is $-.33 \pm .002$. Whereas the time spent in such duties, when correlated with number of memberships, yields a much lower coefficient, viz., $-.11 \pm .002$. It is reasonable to infer that membership indicates a desire for values offered by the group in which it is held but does not signify anything further. Spending time indicates some degree of effort to acquire the values. Combining the two into a single expression or index would probably serve to refine the measurement of participation. The derivation of such an index by weighting the elements properly is suggested for special study.

Technique

1. The basic data for time spent in voluntary school groups, non-school leisure time groups, non-school reading and music, home duties, study, and the like were obtained from a semi-formalized diary which was filled during the first few minutes of school each morning.

The diaries were checked against other forms as to memberships referred to in the accounting of time, and they were checked as to full accounting of the days. The completeness of the diaries, the naïveté of their expression, the type of activities recorded, and the check of activity against other data in hand make it appear that the diary is valuable in the technique of studying participation. It is of special value because it is capable of yielding the ratio of time spent in various activities. Participation in voluntary school groups may be studied in its actual relation to time spent in other activities. The diary may be adapted to use in any school.

2. It may be noted also that data were gathered concerning all memberships held by a person. This was a necessary complement and check on the diaries. The two forms together give a picture of the person's activities and group relationships.

Suggested Hypotheses and Problems for Further Investigation

Data from one school can yield conclusions for that school alone, but some of the findings may well serve as hypotheses for general or other particular investigations. We are stating a few of these hypotheses along with a suggested study of measures of participation.

1. A refined measure of participation is needed, but it would require separate treatment. We can only suggest the direction such a study might take. The values sought by each voluntary school group may be obtained from the students. From this a relative weighting of groups in terms of number of wish-satisfying elements may be determined. Such weighting would express the participation value of membership, and upon arbitrary criteria be combined with given units of time to give a participation index for more refined measurement.

2. Extra-class school activities are selective as to intelligence and social status. The greater number of students who are participants in extra-curricular activities, with the exception of athletic activities, are of superior intelligence, and come from families having the highest social status in communities.

3. Participations in community activities and school extra-class activities are inversely related. High school students who participate little in the extra-curricular activities of their school are seeking values offered through commercialized amusements or community leisure time activities.

4. This would suggest that community activities should be evaluated as prerequisite to the formulation of extra-curricular programs.

5. High school students who have to attend to home duties or work for wages after school participate less in extra-curricular activities.

6. High school athletic activities are less selective as regards intelligence, social status, and nationality than the other extra-curricular activities.

7. In the first two years of high school, girls participate much more than boys in the extra-curricular activities, which fact suggests an association between sex maturity and the kind of social activity offered by voluntary high school groups.

Conclusions

For the particular school under investigation, the conclusions are as follows:

1. There is positive correlation between participation in voluntary school group activities and intelligence. When *T* (time) is used as a measure, the coefficient of correlation is $+.27 \pm .039$, whereas *G* (group) as a measure yields an *r* of $+.39 \pm .026$.

(The thing which appears significant to the writer is the small percentage of persons who are below median intelligence and above median participation) (Common sense would dictate that we would not expect all persons with superior intelligence to use their time and energy in school activities. But if there is a positive correlation between the traits and this is coupled with the fact that a small percentage of persons who are below median intelligence are high in participation, the relationship seems considerably strengthened. The fact that only 23%, by the group measure, and 36%, by the time measure, of those below median intelligence are above the median in participation adds weight to the inference that intelligence is related to participation.)

2. Participation in voluntary school group activities is slightly related to chronological age. Younger students seem to participate more than older ones of the same school experience level. Since age divergence is not marked, distinct relationship with amounts of participation is not clear.

3. Sex maturity seems definitely related to participation in voluntary school group activities. For the school as a whole, girls participate more than boys, but when participation by classes and by sexes are considered together, it becomes evident that girls participate much more than boys in the first and second years. In the second year the difference is less. And in the last two years boys participate more than girls, although something of a balance appears in the fourth year. The explanation would seem to be that boys mature later, and entrance into social activities is thereby delayed for a year or two. General participation does not seem to relate to one sex as opposed to the other, but it does appear to relate to maturity.)

4. In this particular school there is evidence that nationality bears a relation to participation. Whereas 10% of the Italian students and 7% of the Polish students belong to more than three groups, we find that 42% of the American students belong to more than this median number. Half of the Polish students and 40% of the Italian students spent no time at all in extra-class activities, and 7% of the former and 18% of the latter were all from these nationalities who spent above median time. It is true that 34% of the American students also spent no time in the activities, but 41% of this nationality spent more than the median amount of time. The German students occupy something less

than a middle position when nationalities are compared in respect to participation; of their number, 54% spend no time at all, but this percentage is somewhat counterbalanced by the fact that 25% of their number spend more than the median amount of time in the activities of voluntary school groups.

5. Assuming that the occupation of parents is a rough indication of social status, we find considerable evidence that participation is related to social status. Representatives of the "white collar class" are more active in voluntary school group affairs than are representatives from homes of trade-labor classes. Approximately 45% of the students representing business and professional classes are found above the median in participation as compared with approximately 20% of those representing building and miscellaneous trades, transportation service and labor. Conversely, we have approximately 55% of the trade-labor representation below the median in respect to group membership and spending no time in activities as compared with about 30% of the business-professional class for whom the same is true.

6. Participation in non-school leisure time activities is inversely related to participation in voluntary school group activities. In other words, students have about the same amount of leisure time at their disposal; and there is a tendency for them to exclude one or the other or divide unequally the attention given to leisure activities of the community and the school. The correlation is expressed between hours spent in community leisure time activities and the hours in extra-class school activities by the coefficient $-.31 \pm .002$.

7. Attention to home duties such as chores, bedmaking, and the like, is also inversely related to participation in voluntary school group activities. The coefficient of correlation is $-.33 \pm .002$, between hours occupied with these two matters. Only 15.3% of the cases are above the median and 21.8% below the median in both uses of time. However, this negative relation is probably not a negative relation in choice of values. Many who work at home duties may desire to participate in extra-class school affairs. This conclusion is interpretive of the coefficient $-.11 \pm .002$, obtained when hours spent in home duties and number of memberships are correlated.

8. Working, in the sense of working out of the home for wages, is distinctly a limiting factor in connection with participa-

tion in extra-class school activities. Half of the thirty students who record this kind of work in their diaries belong to less than three voluntary school groups and spend no time in the activities of such groups. Only 16% belong to more than three groups and only 20% spend more than the median amount of time.

9. Participation increases with experience or years in school. There is an increase in participation each year until the fourth. In this last year, the amount of participation is about the same as that for the third year class.

10. Using both measures for selecting and classifying, a comparison of students who participate least with those who participate most shows factors which influence participation in bolder relief. Every factor studied comes out as sharply in contrasting the extremes in participation as when considering the whole group. Such a contrast, then, might serve for a quick survey of influencing factors on participation in any particular situation.

11. These upper and lower classifications show by contrast that non-school music and reading are sought as values a great deal more by those who participate little in school affairs than by those who participate much. Of the high participation class, 70% consume less than the median amount of time for these interests, whereas of the low participation class, 45% devote more than the median amount of time to them.

12. Furthermore, in contrasting these classifications, it appears that those who participate least record more time devoted to study than do those who participate much. On its face this might suggest that extra-class activities interfere with study, or vice versa. But when the school marks for the two extremes are also compared, it may be observed that the high participating class gets much higher grades in spite of spending less time on study. Necessity for study, is, then, the limiting factor on participation. This is probably another way of saying that intelligence limits participation.

13. Persons who contribute to the school publication are participants in many other things. With our type of data and technique we cannot isolate the particular factors which influence participation in this particular activity. We can say that:

a. It is a select group as to intelligence, nationality, and social status.

b. Boys and girls participate about equally.

- c. The number of participants increases by years in school from first through the fourth.
- d. The group are not only very active in non-class school group life but they are also active in non-school leisure time affairs.
- e. Their non-school musical and reading interests are not marked, since 52.6% of their number are in the lowest quarter of this time distribution.
- f. They contribute little to home duties as 49% of their number are in the lowest quarter of the distribution of time devoted to home service.

14. Identification of particular factors with reference to participation in glee clubs is also difficult because of the general participation of so many members of these clubs.

- a. They, too, are select in respect to intelligence, nationality, and social status.
- b. Twice as many girls as boys have membership in glee club activity.
- c. Although active in school affairs, the girls of the glee club are quite inactive in non-school leisure time pursuits.

15. Members of the high school orchestra do not confine their activity to this one organization, as only three belong to fewer than five extra-class school groups. Particular correlates with participation in this form of activity are difficult to determine. It should be noted, however, that:

- a. Evidence of social selectivity is lacking in connection with this activity.
- b. But selection as to intelligence appears in this activity as in other activities.
- c. The group is quite inactive in community leisure time affairs, as 40% appear in the lowest quarter of the time distribution of such activities.
- d. This group gives a very small amount of its time to study, home duties, and non-school musical and reading activity.

16. Participation in school basketball is less associated with participations in the musical and literary activities of the school than these are with each other. And we find that:

- a. Basketball is not so selective as to intelligence, nor is it so

selective as to nationality and social status, as are other activities.

b. More boys than girls participate in basketball, the ratio being about 2 to 1.

c. Participants in basketball are active in non-school leisure time pursuits, since 54% of their number are above the median in this time distribution.

17. There are so few cases involved in dramatic activities that conclusions are not to be very safely drawn. However,

a. The factor of intelligence is clearly evident, since 50% of this group are in the highest quarter of the intelligence distribution.

b. Selectivity on the basis of nationality and social status is not so marked as it is in the other activities.

18. The foregoing conclusions combine to give us the general conclusion that voluntary school group activities are selective in character. The values they offer are sought after in the greater number of cases by the most intelligent, socially select American students. The less intelligent and less socially select are represented among the participants, but they are inclined to seek values through community leisure time activities. And they may be occupied more also with home duties, work for wages, and study.

APPENDIX

FORM I

QUESTIONS ABOUT ACTIVITIES IN WHICH YOU TAKE PART

Room No._____ Register No._____ Age_____ Yr. in H. S._____ Boy_____ Girl_____

Check below the SCHOOL GROUPS OR ACTIVITIES of which you are now or have been (this year) a member:

Athletic Association	Flambeau Staff
Basketball, Varsity Squad	Flambeau Contributors
Basketball, Varsity Team	Football, Varsity Squad
Basketball, Class Squad	Football, Varsity Team
Basketball, Class Team	Glee Club
Class Organization—Freshmen	Handball, Class Team
Class Organization—Sophomore	Hockey, Class Team
Class Organization—Junior	Orchestra
Class Organization—Senior	Part in Operetta
Class Prom	Palette Art Club
Cast of Junior Play	School Prom
Dramatic Club	

List any other SCHOOL GROUPS OR ACTIVITIES in which you take part.

.....

Number inter-varsity football games attended this year?_____

Number inter-varsity basketball games attended this year?_____

Number times you took part in home room program this year?_____

Number times you took part in assembly programs this year?_____

Number of your class organization meetings attended this year?_____

Did you attend Junior Play?_____ Did you attend Operetta?_____

List below leading positions or offices you hold or have held this year—such as President, Editor, Secretary, Manager, Treasurer, Leader, Captain. Tell in what group you hold these.

.....

List any special jobs you have had this year in connection with any group or organization such as soliciting ads, ushering, selling tickets, decorating halls, acting as door-keeper and the like.

.....

OUT-OF-SCHOOL GROUPS

If you belong to any of the following, give:

Name and Number of Scout Troop_____

Name of Campfire group_____

Name of non-school basketball team_____

Name of non-school football team _____

Name of Church Club, League or organization _____

Name of any other club, gang, association, league, fraternity, team, sorority, or group of any kind out of school to which you belong:

.....
.....

Write on back of this sheet names of any offices or leading positions held in out-of-school groups. Tell in what groups they are held.

FORM II (A)

DIRECTIONS FOR FILLING TIME—DIARY

The time diary is to be kept for about ten days and is to be a record of four things:

1. The things you do each day.
2. The groups with whom you do these things.
3. The number of persons in these groups.
4. The time you spend in doing each thing during the day.

The diary is divided into five periods of the day to help you remember what you did. These periods are:

1. The time in the morning before 8:30.
2. The time from 8:30 in the morning to noon.
3. The time in the afternoon from 12 o'clock to 3:10.
4. The time from 3:10 in the afternoon to 6 o'clock.
5. The evening period—from 6 o'clock to 10 o'clock or later.

In the first column of the diary many of the things you did are already listed for you. If you did other or additional things you will find blank spaces under each period for writing those down. **BE SURE TO RECORD EVERYTHING YOU DO.**

In the second column you are to write opposite each thing you did the name or kind of group of people with whom you were. Such names or kinds of groups are Friends, Family, Club, Crowd, Association, Society, Church, Class, Staff, Team, League, Fraternity, Church, School and the like. Write "ALONE" in this column when you do anything alone.

In the third column you will tell as near as possible the number of persons with whom you were. **IN THE CASE OF SCHOOL ACTIVITIES YOU CAN GIVE THIS EXACTLY.**In the fourth column you will write the time you spend on each thing you do, writing the time you begin doing a thing and the time you stop doing it. **ACCOUNT FOR EVERY MINUTE OF THE DAY AS EXACTLY AS YOU CAN.****SPECIAL NOTICE:** Many students work before and after school. If you are one of these write in the second column where you work.

Watch for special directions in the columns as you go through, such as putting a mark around certain words.

If you are a leader of some activity be sure to show the extra time this requires, either by using one of the blank lines for this purpose or adding to the time you record for meetings.

Special sheets will be furnished you for making a record of what you do on Saturday.

FORM II (B)

TIME DIARY

Date of Diary.....
Year in H. S.....

Room No.....
Register No.....

Read Direction Sheet Carefully Before Filling Record Below

WHAT I DID	NAME OR KIND OF GROUP WITH ME	Number Persons (incl. self)	TIME	
			From	To
Religious duties.....	<i>Morning Period—Before 8:30 o'clock</i>			
Housework.....				
Breakfast.....				
Studying Lessons.....				
Working at.....				
Walking to School.....				
Riding to School.....				
.....				
Assembly.....	<i>Morning Period—From 8:30 to 12 o'clock</i>			
Attending Classes.....	School.....			
Recess.....	Class Groups.....			
.....				
	<i>Afternoon Period—From 12 to 3:10 o'clock</i>			
Lunch.....				
Attending Classes.....				
.....				
C. P. H. S. ACTIVITIES	<i>Afternoon Period—From 3:10 to 6 o'clock</i>			
	<i>Put mark around correct word in this column</i>			
Working on Flambeau.....	Staff Class Alone.....			
Music Practice.....	Orchestra Alone Class group.....			
Singing.....	Glee Club Friends.....			
Playing Football on.....	Varsity Team Class Team Squad.....			
Playing Basketball on.....	Varsity Team Class Team Squad.....			
Playing Hockey.....				
Playing Handball.....				
Meeting with members of.....	A. A. Palette Art Club Sigma Soc'y.....			
Attending game of.....	Dramatic Club.....			
Practicing for play.....	Dramatic Club.....			
Decorating hall for.....				
Attending Class Meeting of.....	1st, 2nd, 3rd, 4th Yr. Class.....			
.....				
Going to Theatre in.....	Movie Vaudeville Drama.....			
New York—in Cliffside.....	Musical Comedy Opera.....			
Working at.....				
Studying Lessons.....				
Housework.....				
Reading.....				
Church activities.....				
.....				
	<i>Evening Period—From 6 to 10 o'clock or Later</i>			
Dinner.....				
Housework.....				
Working at.....				
Studying Lessons.....				
Dancing in New York.....	School Class Prom Friends.....			
in Cliffside.....	Public Dance Hall.....			
Going to Theatre in.....	Movie Vaudeville Drama.....			
New York—in Cliffside.....	Musical Comedy Opera.....			
Church activity.....				
Visiting friends.....				
Receiving friends.....				
Scouting.....				
.....				

Go back over the day's diary and mark with a star those activities in which you took such a leading part as officer, captain, character in play or the like.

Time of getting up.....

Time of going to bed.....

FORM III

WEEKLY TIME-CHECK SHEET FOR TEACHERS ASSISTING IN
EXTRA-CURRICULAR ACTIVITIES

For week of December — to —

During the week that pupils are filling their time-diaries it is highly desirable to have teachers cooperate in the investigation by checking each day on the activities which they advise. To this end will you please fill the following blank for activities associated with you and turn it in to the principal's office at the end of the week?

Name..... Subject taught.....
(underline correct word here)

Name of activities which you Advise, Sponsor, Help, Coach:.....

If not associated with any extra-curricular activity, check here — and return

Name of Activity with Which Connected	MEETINGS				Number Pupils Present	Additional Time Spent By Teacher Promoting Activities (minutes)
	Time		Place	Nature		
	Begin	End				
MON						
TUE						
WED						
THU						
FRI						
SAT						

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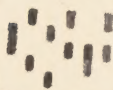
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